

Course Outline

Health Science and Medical Technology

REVISED: July/2022

Job Title

Physical Therapy Aide

76-45-50

Career Pathway:

Patient Care

Physical Therapy Aide

Industry Sector:

Health Science and Medical Technology

Credits: 10

Hours: 140

O*NET-SOC CODE:

31-2022.00

Course Description:

This competency-based course prepares students to provide basic physical therapy treatment in health care facilities. This course includes orientation, safety and infection control, mathematics, ethical and legal standards, observation, reporting, and charting, communication and interpersonal skills, anatomy and physiology of selected systems, physical therapy procedures, disorders of selected body systems, drug use, assessment of vital signs, body mechanics, patient care skills, treatment methods, therapeutic and rehabilitative exercises, mobility training, skills laboratory, clinical protocol, employability skills and resume preparation. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Healthcare Occupations

Prerequisites:

Enrollment requires successful completion of the Medical Office Administration/1: Medical Terminology (76-15-50) course. Student must have a reading level of 6.0 as measured by the CASAS GOALS test.

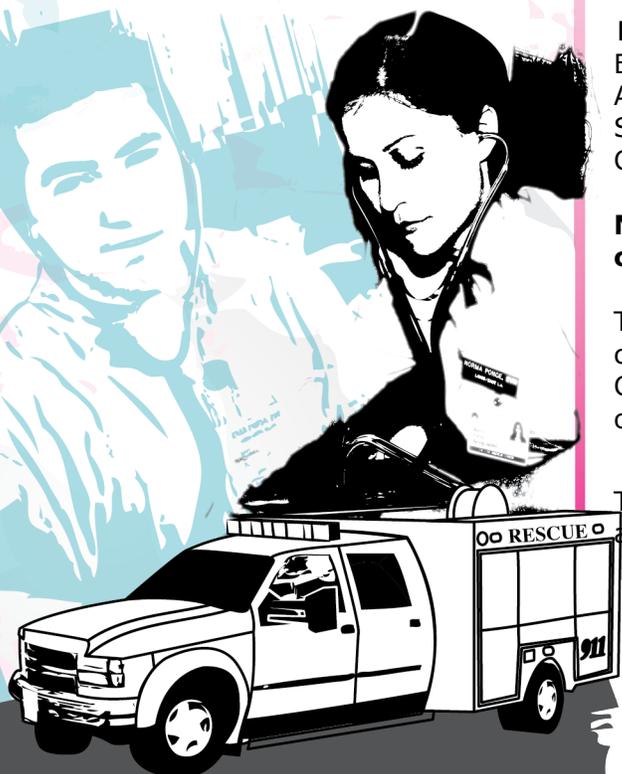
NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

The student must present a current certificate showing completion of an AHA or BLS healthcare providers Cardiopulmonary Resuscitation (CPR) class prior to completion of physical therapy aide.

This course **cannot** be repeated once a student receives Certificate of Completion.

CBEDS No.:

4257



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-21

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 23
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-21
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 23-24
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to ELENA COBIAN, KATRICE ADAMS-MUBIRU and AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS Health
Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards**

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Physical Therapy Aide Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand, and evaluate the course background and class requirements, procedures, and policies.</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe classroom policies and procedures. 3. Define: <ol style="list-style-type: none"> a. physical therapy b. sports therapy 4. State classroom policy regarding attendance, punctuality, assignments, and grades. 5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in physical and sports therapy. 6. Describe the evaluation methods for theory, skills lab, and clinical practice. 7. Describe personal grooming requirements in the classroom and the workplace. 8. State uniform requirements in the classroom and the workplace. 9. State the history and evolution of sports medicine and physical therapy. 10. Describe the duties of each member of the rehabilitation team. 11. Describe the role of allied health area professionals: occupational therapists, athletic trainers, exercise physiologists, kinesiotherapists /kinesiologists and chiropractors. 12. Describe the licensing and certification requirements in the employment area 13. Describe the duties of the physical therapy aide (PT Aide) and sports therapy aide (ST Aide). 14. Describe the differences between a PT Aide, PT Assistant, and Athletic Trainer Certified (ATC). 15. List the supervisors of the PT Aide and ST Aide. 16. List the different occupations in the Health Science and Medical Technology Industry Sector that have an impact on physical and ST aides, such as: <ol style="list-style-type: none"> a. home health agency (medical)/homecare agency(non-medical) b. nursing home c. hospital d. fitness center/health club e. community centers f. orthopedic clinic/office 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.8 Career Planning and Management: 3.2, 3.4 Technology: 4.5 Problem Solving and Critical Thinking: 5.4, 5.6 Health and Safety: 6.2, 6.3, 6.5, 6.6, 6.8 Responsibility and Flexibility: 7.2, 7.8 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B2.3, B9.1, B10.1, B10.2, B10.3, B10.4, B10.5, B11.1, B11.2, B12.1, B12.2, B12.3, B12.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> g. neurology h. physiatry i. chiropractic clinics/office j. aquatics k. opportunities for advancement 17. Describe various job and career ladder opportunities upon course completion. 18. List the positive attributes/qualities needed by a PT Aide and ST Aide. 19. List patient identification methods.	
B. SAFETY AND INFECTION CONTROL Understand, apply, and evaluate safety and infection control measures.	1. Identify the criteria and define: <ul style="list-style-type: none"> a. infection b. microorganisms c. standard precautions 2. List the signs and symptoms of infection. 3. Describe how to control the spread of infection. 4. Describe two natural defenses against infection. 5. List the general rules of the Occupational Safety and Health Administration (CalOSHA) as they pertain to the physical therapy field. 6. Describe and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices. 7. Describe and demonstrate the use of the Safety Data Sheet (SDS) as it applies to physical and sports therapy. 8. List the general rules of the Centers for Disease Control (CDC) as they pertain to the physical therapy field. 9. Pass the safety test at 100% accuracy.	Career Ready Practice: 1, 2, 5, 6, 7 CTE Anchor: Academics: 1.0 Health and Safety: 6.2, 6.4, 6.6, 6.8 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: B10.1, B10.2
C. MATHEMATICS Understand, apply, and evaluate the mathematical requirements for a Physical and Sports Therapy Aide.	1. Explain the practical applications of math for PT and ST Aides. 2. Describe and demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division). 3. Describe the English and metric systems of measuring length and width. 4. Describe and demonstrate English and metric measuring techniques of objects by using tools common to the trade. 5. Convert the English numbering system to metric system. 6. Convert metric system to English numbering system. 7. Describe and demonstrate problem-solving techniques using percentages. 8. Describe and demonstrate techniques for using a calculator.	Career Ready Practice: 1, 5 CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.5 CTE Pathway: B3.1, B12.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. ETHICAL AND LEGAL STANDARDS</p> <p>Understand basic ethical situations and legal issues in physical and sports therapy.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. morals b. moral norms c. ethics d. personal integrity e. confidentiality f. informed consent 2. Describe and demonstrate ethical behavior that is consistent with the physical therapy workplace. 3. Describe the ethical aspects of new and emerging technologies for the physical therapy aide. 4. Describe the importance of confidentiality. 5. Describe informed consent. 6. Describe the Patient’s Bill of Rights and the Health Insurance Portability and Accountability Act (HIPAA) of 1996. 7. Describe “tipping” and other gratuities. 8. Describe the following legal situations and their consequences: <ol style="list-style-type: none"> a. negligence b. malpractice c. assault d. battery e. libel f. slander g. child abuse h. adult abuse i. elder abuse j. inaccurate medical documentation 9. State the importance of professional demeanor during client/patient treatments. 	<p>Career Ready Practice: 1, 7, 8</p> <p>CTE Anchor: Academics: 1.0 Ethics and Legal Responsibilities: 8.3, 8.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B12.4</p>
<p>E. OBSERVATION, REPORTING, AND CHARTING</p> <p>Understand the purpose of a medical record and apply the general guidelines for charting.</p>	<ol style="list-style-type: none"> 1. State the importance of effective reading, writing, and observation skills as required in health care professions. 2. List patient observation techniques. 3. State the mechanics of grammar in the following areas: <ol style="list-style-type: none"> a. sentence construction b. parts of speech c. subject-verb agreement d. punctuation 4. Identify the components of a Patient Care Report. 5. Report and record patient care. 6. Describe the general guidelines (ABCs) of charting. 7. Demonstrate and practice Subjective Objective Assessment Plan (SOAP) notes. 8. Demonstrate charting procedures. 9. Demonstrate how to correct charting errors. 10. Identify common abbreviations used in physical therapy charting. 	<p>Career Ready Practice: 1, 2, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5 Ethics and Legal Responsibilities: 8.3, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		CTE Pathway: B5.2, B7.3, B12.1
<p>F. COMMUNICATION AND INTERPERSONAL SKILLS</p> <p>Understand and apply effective communication skills and professional guidelines.</p>	<ol style="list-style-type: none"> 1. Define communication. 2. Describe the following stages of the communication process: <ol style="list-style-type: none"> a. sending/source: <ol style="list-style-type: none"> i. reason for sending the message ii. content of the message b. message c. encoding: <ol style="list-style-type: none"> i. avoid cultural issues ii. eliminate mistaken assumptions iii. fill in missing information d. channel: <ol style="list-style-type: none"> i. face-to-face meetings ii. telephone and videoconferencing iii. written channels including letters, emails, memos and reports e. decoding - the time to read a message carefully or listen actively to it f. receiving g. feedback - verbal and nonverbal reactions to the communicated message h. context: <ol style="list-style-type: none"> i. the surrounding environment ii. the broader culture (corporate culture, international cultures, etc.) 3. Define and describe the impact of the following on interpersonal relationships in the workplace: <ol style="list-style-type: none"> a. verbal communication b. nonverbal communication c. empathy d. tact e. telephone etiquette 4. Describe the positive or negative effects of the following forms of nonverbal communication: <ol style="list-style-type: none"> a. facial expressions b. touch c. gestures d. tone of voice e. silence f. eye contact 5. State appropriate communication strategies between PT/ST Aide and client/patient. 6. Describe and demonstrate the following techniques to remove barriers in communication: <ol style="list-style-type: none"> a. using clear verbal and body language to avoid confusion b. Identify state guidelines on sexual harassment c. being mindful of the demands on other people's time 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2</p> <p>CTE Pathway: B6.1, B6.4, B12.1, B13.1, B13.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> d. conversing and delivering the message to people of different backgrounds and cultures e. physical or mental disability <ul style="list-style-type: none"> 7. Describe the emotional and psychological factors that accompany injuries and surgery. 8. Describe the proper methods of dealing with challenging patients. 9. Describe the proper procedures to follow when a patient refuses treatment. 10. Describe the proper methods of dealing with patients who are hard of hearing or unable to speak. 	
<p>G. ANATOMY AND PHYSIOLOGY OF SELECTED SYSTEMS</p> <p>Understand and evaluate basic anatomy and physiology as it pertains to physical and sports therapy.</p>	<ul style="list-style-type: none"> 1. Describe the functions of the skeletal system. 2. Describe the axial and appendicular skeleton. 3. Identify the bones of each skeletal division. 4. Identify major types of joints and give one example of each. 5. Define the various joint movements such as the following: <ul style="list-style-type: none"> a. flexion b. extension c. abduction d. adduction e. circumduction f. rotation g. supination h. pronation i. protraction j. retraction k. inversion l. eversion 6. List the four functions of the muscular system. 7. Identify the three types of muscles. 8. Describe muscle actions and movements. 9. List the general function of the nervous system. 10. Describe the structure and function of the brain. 11. List the spinal and cranial nerves. 12. Describe the two divisions of the autonomic nervous system: <ul style="list-style-type: none"> a. the sympathetic b. the parasympathetic 13. Describe common nerve injuries. 14. List the functions of the cardiovascular system. 15. Describe the interrelationship of the cardiovascular system with the other systems of the body. 16. Describe the signs, symptoms, and pathomechanics of common breathing problems (asthma, bronchitis, etc.). 17. List the characteristics of blood. 18. List the function of the following types of blood cells: <ul style="list-style-type: none"> a. erythrocytes b. leukocytes c. thrombocytes 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.8 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B2.1, B8.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(18 hours)	19. Describe the general structure of the heart. 20. Identify and describe the function of each of the following: <ol style="list-style-type: none"> a. heart layers b. heart chambers c. valves d. septum e. the blood vessels entering and leaving the heart 21. Trace the circulation of the blood through the heart and lungs by using a chart. 22. List the characteristics and function of each of the following: <ol style="list-style-type: none"> a. arteries b. veins c. capillaries 23. Describe the characteristics of the nose. 24. Describe the function of the nose in relation to the respiratory tract. 25. Describe the pharynx. 26. Differentiate between the following parts of the pharynx: <ol style="list-style-type: none"> a. nasopharynx b. oropharynx c. laryngopharynx 27. List two functions of the pharynx. 28. Locate and define the tonsils. 29. Locate and define the adenoids. 30. Identify the epiglottis. 31. Describe the function of the epiglottis. 32. Describe the structure and function of the trachea. 33. Describe the protective mechanism of the trachea. 34. Describe the structure and function of the bronchi/bronchioles. 35. Explain what is meant by the “bronchial tree.” 36. Describe the alveoli pulmonis. 37. Describe the exchange of oxygen and carbon dioxide in the alveoli pulmonis. 38. List the characteristics of the lungs. 39. Describe the mechanism of breathing.	
H. PHYSICAL THERAPY PROCEDURES Understand the benefits of physical therapy.	1. Define and describe the structure and functions of the following: <ol style="list-style-type: none"> a. bones b. joints c. connective tissue d. muscular tissue e. cartilage f. foot h. ankle i. lower leg j. knee k. thigh 	Career Ready Practice: 1, 2, 5, 6, 10 CTE Anchor: Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> l. hip m. wrist n. hand o. forearm p. elbow q. upper arm r. shoulder s. head t. neck u. back v. spinal column <ol style="list-style-type: none"> 2. Define and demonstrate rehabilitative treatment and range of motion exercises. 3. Identify the following physical dysfunctions and disorders of the musculoskeletal system: <ul style="list-style-type: none"> a. joint diseases b. bone diseases c. amputations d. muscle disease e. connective tissue disease f. common injuries g. contractures h. foot drop 4. Describe injury assessment methods. 5. Define: <ul style="list-style-type: none"> a. endurance b. range of motion (ROM) exercises c. anatomical plane d. lower extremities e. upper extremities f. ambulation 6. Perform the following ROM exercises: <ul style="list-style-type: none"> a. anatomical planes of motion b. diagonal patterns of motion c. lower extremities: ROM exercises d. upper extremities: ROM exercises 7. Define the various types of devices that assist with ambulation. 8. Explain the safe and effective use of ambulatory aids and roles of PT aides. 9. Define: <ul style="list-style-type: none"> a. gait b. gait training c. normal gait d. gait deviations such as: <ul style="list-style-type: none"> I. coaxial gait II. painful knee gait III. sacroiliac gait IV. flexed hip gait V. hemiplegic gait VI. parkinsonian gait 	<p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B2.1, B5.1, B6.3, B12.1, B12.3, B13.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	<ul style="list-style-type: none"> 10. Define the following specialized therapies: <ul style="list-style-type: none"> a. traction b. immobilization by reduction c. application of a cast d. specialized reflex tests 11. Analyze various ambulation problems and determine the appropriate assistive device for each. 12. Describe types of fractures. 13. Describe the areas and injuries that will benefit from the following specialized therapies: <ul style="list-style-type: none"> a. traction b. immobilization by reduction c. application of a cast d. specialized tests 14. Define: <ul style="list-style-type: none"> a. nerves b. central nervous system (CNS) c. peripheral nervous system (PNS) 15. Describe the effect of musculoskeletal therapy on PNS and CNS. 16. Define: <ul style="list-style-type: none"> a. torso b. abdomen c. abdominal quadrants 17. Identify and describe the treatment for injuries to the torso. 18. Identify and describe the treatment for abdominal injuries. 19. Describe prevention strategies for injuries to the torso, abdomen, and extremities. 	
<p>I. DISORDERS OF SELECTED BODY SYSTEMS</p> <p>Understand the physical therapy needs of various medical/surgical disorders.</p>	<ul style="list-style-type: none"> 1. Define and describe the causes of, and treatment for, the following medical/surgical disorders and/or conditions: <ul style="list-style-type: none"> a. arthroplasty and total joint replacement b. total hip and total knee replacement c. amputation d. rheumatoid arthritis e. osteoarthritis f. rheumatoid g. fibromyalgia h. lower back pain i. seizure disorders j. Cerebral Vascular Accident(CVA) k. Parkinson’s disease l. dementia m. multiple sclerosis n. myasthenia gravis o. brain and spinal cord injuries p. head injuries q. quadriplegia r. paraplegia 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.8 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B2.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> s. hemiplegia t. sprains/strains u. muscular dystrophy v. common knee surgeries (ACL, Meniscus, etc.) <ol style="list-style-type: none"> 2. Describe the application of elastic bandages to various parts of the body. 3. Describe the application of splints to various parts of the body. 4. Describe the emotional impact following a client/patient's surgery. 5. Describe wound care and physical therapy. 	
<p>J. DRUG USE</p> <p>Understand and evaluate selected drugs, therapeutic effects, and possible side effects.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. List pharmaceutical abbreviations. 2. Compare the therapeutic effects with the expected side effects for two drugs in each central nervous system drug category: <ul style="list-style-type: none"> a. sedative/hypnotics b. barbiturates c. narcotic/non-narcotic analgesic d. anti-anxiety e. anti-depressant 3. Compare the therapeutic effects with the expected side effects for two drugs in each musculoskeletal system drug category: <ul style="list-style-type: none"> a. muscle relaxant b. anti-inflammatory 4. Compare the therapeutic effects with the expected side effects for two drugs in each cardiovascular system drug category: <ul style="list-style-type: none"> a. anti-anginal b. anti-hypertensive c. anti-coagulant 5. Describe drug and alcohol abuse. 6. Compare the therapeutic effects with the expected side effects for over-the-counter (OTC) medications. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.8 Problem Solving and Critical Thinking: 5.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B1.2, B3.12, B3.4, B12.1</p>
<p>K. ASSESSMENT OF VITAL SIGNS</p> <p>Understand the methods and equipment required for measuring temperature, pulse, and respiration.</p>	<ol style="list-style-type: none"> 1. Describe how vital signs are measured. 2. Describe the care, maintenance, and storage of the instruments used to measure vital signs. 3. Identify the sites used to obtain body temperature. 4. Describe the factors which would cause a temperature to rise. 5. Describe the procedure for measuring the oral and axillary body temperature. 6. List three factors that influence pulse rate. 7. Identify six sites used to measure pulse rate. 8. List the normal and abnormal vital signs for children and adults. 9. Describe PT Aide's role in reporting adverse vital signs symptom. 10. Describe the procedure for counting the pulse rate. 11. Describe the following: <ul style="list-style-type: none"> a. respiratory rate 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B2.3, B2.4, B4.3, B4.4, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> b. respiratory depth c. respiratory danger signs 12. State the normal respiration rate for a child and an adult. 13. Describe and demonstrate the procedure for counting respiration. 14. Identify the danger signs for the following: <ul style="list-style-type: none"> a. temperature b. pulse c. respiration d. blood pressure 15. Describe the following in the observation of the patient: <ul style="list-style-type: none"> a. objective symptoms b. subjective symptoms 	
L. BODY MECHANICS Understand the basic principles of body mechanics. (4 hours)	<ol style="list-style-type: none"> 1. List and describe the basic principles of proper body mechanics. 2. Describe the body mechanics principles used in the following manipulations: <ul style="list-style-type: none"> a. positioning b. lifting c. dangling d. holding e. transferring training to a walker and other assistive devices f. pushing g. pulling h. pivoting 3. Explain the reasons for using supportive devices for maintaining patient position. 4. Describe and emphasize the PT Aide's role in avoiding self-injuries. 	Career Ready Practice: 1, 2, 7 CTE Anchor: Academics: 1.0 Health and Safety: 6.2, 6.4, 6.6, 6.8 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 CTE Pathway: B8.1, B8.2, B12.1
M. PATIENT CARE SKILLS Understand and demonstrate the proper patient care skills.	<ol style="list-style-type: none"> 1. Describe and demonstrate preparation for patient care in terms of: <ul style="list-style-type: none"> a. management of the environment b. body mechanics c. verbal commands d. patient preparation e. transporting 2. Describe and demonstrate the following methods in turning and positioning the patient: <ul style="list-style-type: none"> a. turning in the prone and supine position b. turning on the floor mat c. turning from a supine position to a side lying position d. returning from a sitting position to a supine position 3. Describe and demonstrate the following patient transfer skills: <ul style="list-style-type: none"> a. moving and lifting clients/patients b. standing transfers 	Career Ready Practice: 1, 2, 6, 10 CTE Anchor: Academics: 1.0 Communications: 2.5 Health and Safety: 6.4, 6.6 Ethics and Legal Responsibilities: 8.7 Technical Knowledge and Skills: 10.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> c. slide board transfers d. sitting transfers e. draw sheet transfers f. pneumatic lift transfers g. transfer from floor to wheelchair <p>4. State the importance of effective speaking skills as required in health care profession.</p> <p>5. Understand the importance of cultural competence in health care.</p> <p>6. State appropriate communication strategies between PT/ST Aide and client/patient while performing patient care skills.</p>	<p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B6.3, B8.1, B8.3, B8.5, B12.3, B12.4</p>
<p>N. TREATMENT METHODS</p> <p>Understand various treatment methods and proper use of equipment.</p> <p>(8 hours)</p>	<p>1. Describe the indications/contraindications for physical agents and modalities; use of equipment, set-up procedures and safety factors such as:</p> <ul style="list-style-type: none"> a. ice massage/ice/vapocoolants b. massage c. ultrasound d. whirlpool e. aqua-therapy f. heat-hot packs g. infrared h. paraffin i. electrical stimulation j. traction-pelvic k. traction-cervical l. light therapy m. laser therapy n. phonophoresis o. iontophoresis <p>2. Describe the care, maintenance, and storage of the equipment used for various treatment methods.</p>	<p>Career Ready Practice: 1, 6</p> <p>CTE Anchor: Academics: 1.0 Health and Safety: 6.3, 6.8 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B12.1</p>
<p>O. THERAPEUTIC EXERCISES</p> <p>Understand the methods needed to measure and maintain muscle tone.</p>	<p>1. State the purpose of exercise.</p> <p>2. List the goals of individualized therapeutic exercise.</p> <p>3. Describe measuring muscle strength.</p> <p>4. Describe the grading scale used after measurement.</p> <p>5. Describe measuring range of motion (ROM).</p> <p>6. Describe neurological tests.</p> <p>7. Describe orientation to determine cognitive status.</p> <p>8. Describe the forms of exercise including:</p> <ul style="list-style-type: none"> a. active range of motion b. passive range of motion c. progressive resistance exercise d. isometric exercise e. isotonic exercise f. progressive resistive exercise g. isokinetic exercise 	<p>Career Ready Practice: 1, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> h. balance exercises i. skill/coordination exercise <ol style="list-style-type: none"> 9. State the PT Aide's role in therapeutic exercise. 10. State the PT Aide's role in explaining at-home exercises. 11. Describe the role and benefits of water-based rehabilitation exercises. 12. Describe cardiovascular exercises: <ul style="list-style-type: none"> a. indications b. contraindications c. precautions 13. Describe strengthening and conditioning exercises. 	B8.1, B12.1
<p>P. REHABILITATIVE EXERCISES</p> <p>Understand the methods, range-of-motion exercises, and levels of assistance for patient exercise.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. State the purpose of active and passive range-of-motion exercise. 2. Describe the procedures and equipment needed for active and passive range-of-motion exercise. 3. Describe the use, care, and maintenance of the equipment needed for active and passive range-of-motion exercise. 4. Identify the documentation of active and passive range-of-motion exercise. 5. State the two goals of guarding techniques. 6. Describe a gait belt and its use. 7. Explain the importance of the following safety factors: <ul style="list-style-type: none"> a. good lighting b. non-skid and dry floors c. flooring cleared of obstructions d. patient wearing non-skid shoes 8. Describe controlling patient falls through and by the PT Aide support. 9. Describe patient protection by the PT Aide when a fall is unavoidable. 10. Demonstrate active listening during exercise treatments. 	<p>Career Ready Practice: 1, 6, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Health and Safety: 6.2, 6.6 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B8.1, B12.1</p>
<p>Q. MOBILITY TRAINING</p> <p>Understand the various methods of transfer, ambulation, and guarding techniques.</p>	<ol style="list-style-type: none"> 1. Describe the standing transfers: <ul style="list-style-type: none"> a. unassisted from bed to wheelchair b. assisted from bed to wheelchair c. assisted from wheelchair to parallel bars d. assisted from wheelchair to table e. modified standing transfer f. toilet transfer g. car transfer 2. Describe the sitting transfers: <ul style="list-style-type: none"> a. bathtub b. unassisted from bed to wheelchair c. assisted from bed to wheelchair 3. Describe the supine transfers: 	<p>Career Ready Practice: 1, 6, 10</p> <p>CTE Anchor: Academics: 1.0 Health and Safety: 6.2 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B8.1, B12.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> a. drawsheet use b. pneumatic lift c. floor to wheelchair 4. Describe the ambulation methods: <ul style="list-style-type: none"> a. parallel bars b. walker c. crutch training including gaits and stair use d. cane use 5. Describe gait training for: <ul style="list-style-type: none"> a. normal gait cycle b. coxalgic/painful hip c. painful knee d. painful ankle e. painful foot f. sacroiliac pain g. flexed hip h. hemiplegic gait 6. State the PT Aide position: <ul style="list-style-type: none"> a. when guarding the patient on level ground b. when transferring c. on stairs d. parallel bars and assistive devices 	
<p>R. SKILLS LABORATORY</p> <p>Apply the basic principles of patient care through practice of various techniques.</p>	<ul style="list-style-type: none"> 1. Demonstrate documentation on the patient record using medical terms, symbols, and abbreviations. 2. Demonstrate the basic positions of body mechanics. 3. Demonstrate patient transfer using correct body alignment. 4. Demonstrate patient ambulation techniques using correct body alignment. 5. Demonstrate measurement of blood pressure in the following positions: <ul style="list-style-type: none"> a. lying b. sitting c. standing 6. Demonstrate documentation of objective and subjective symptoms on the medical record. 7. Demonstrate measuring muscle strength using the grading scale. 8. Demonstrate the measurement of range of motion. 9. Demonstrate the following exercises and techniques: <ul style="list-style-type: none"> a. active range of motion b. passive range of motion c. progressive resistance exercise d. skill/coordination exercise e. proper adjustment and usage of assistive devices f. therapeutic spinal massage: (cervical, thoracic, lumbar) g. proper transfer techniques h. proper guarding techniques 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.8 Problem Solving and Critical Thinking: 5.4, 5.5 Health and Safety: 6.2, 6.4, 6.6 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)		B3.1, B4.3, B7.1, B7.3, B7.4, B8.2, B8.5, B10.4, B10.5
<p>S. CLINICAL PROTOCOL</p> <p>Understand the physical therapy treatments and procedures used in the health care/fitness facility.</p>	<ol style="list-style-type: none"> 1. Conduct a field trip to observe rehabilitative skills at clinical site(s) and proper use of equipment needed for treatment and safety such as: <ol style="list-style-type: none"> a. ice massage/ice/vapocoolants b. massage c. ultrasound d. whirlpool e. heat-hot packs f. infrared g. paraffin h. electrical stimulation i. traction-pelvic j. traction-cervical k. light therapy l. laser therapy m. phonophoresis n. iontophoresis o. exercise equipment 2. Describe the following activities required in a clinical setting: <ol style="list-style-type: none"> a. grooming requirements b. telephone etiquette c. oral communication skills d. written communications skills 3. Identify the following procedures: <ol style="list-style-type: none"> a. front office b. record keeping c. scheduling d. setting up therapist's assignments 	<p>Career Ready Practice: 1, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: B8.5</p>
<p>T. EMPLOYABILITY SKILLS & RESUME PREPARATION</p> <p>Understand, apply, and evaluate the employability skills/resume preparation required in the physical therapy field.</p>	<ol style="list-style-type: none"> 1. Understand employer requirements for soft skills such as: <ol style="list-style-type: none"> a. punctuality and attendance b. time management c. flexibility and adaptability d. interpersonal skills e. work ethic f. communication and collaboration g. teamwork h. critical thinking and problem solving i. leadership and responsibility j. ethical behavior k. cultural and diversity differences 2. Create/revise a resume, cover letter, and/or portfolio. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9</p> <p>CTE Anchor: Academics 1.0 Communications: 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8 Technology: 4.1, 4.3 Problem Solving and Critical Thinking:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> 3. Review the role of online job searching platforms and career websites. 4. Complete and/or review an on-line job application. 5. Discuss interview skills to get the job: <ol style="list-style-type: none"> a. do's and don'ts for job interviews b. how to dress for the job 6. Create sample follow-up letters. 7. Understand the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. industry associations and/or organized labor 	<p>5.1 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6 Demonstration and Application: 11.5</p> <p>CTE Pathway: B6.3, B12.1, B12.2, B12.4</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Weiss, Roberta C. Physical Therapy Aide: A Worktext, Delmar Cengage Learning, 2009.

Opret. Physical Therapy Aide Textbook: Theory and Practical Fundamentals, Series 3, Opret Education, 2017

RESOURCES

Employer Advisory Board members

CTE MODEL CURRICULUM STANDARDS – Health Science & Medical Technology

<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

American Physical Therapy Association: <http://www.apta.org/>

Baechle, Thomas R. and Roger W. Earle. Essentials of Strength and Conditioning, 3rd Edition. Human Kinetics Publishing, 2008.

Behrens, Barbara J., and Michlovitz, Susan, L. Physical Agents Theory and Practice for the Physical Therapist Assistant, 3rd Edition. F.A. Davis Company, 2014.

Magee Ph.D., David J. Orthopedic Physical Assessment, 7th Edition. W. B. Saunders Co., 2020.

Taber, Clarence. Taber's Cyclopedic Medical Dictionary, 4th Edition. F.A Davis Company, 2021.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/participation
- C. Field trips
- D. Multi-sensory presentation

EVALUATION

SECTION A – Orientation – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION B – Safety and Infection Control – Pass all assignments and safety test with 100% accuracy.

SECTION C – Mathematics – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Ethical and Legal Standards – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Observation, Reporting, and Charting – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Communication and Interpersonal Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Anatomy and Physiology of Selected Systems – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Physical Therapy Procedures – Pass all assignments and exams procedures with a minimum score of 80% or higher.

SECTION I – Disorders of Selected Body Systems – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Drug Use – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Assessment of Vital Signs – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Body Mechanics – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Patient Care Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Treatment Methods – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION O – Therapeutic Exercises – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION P – Rehabilitative Exercises – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION Q – Mobility Training – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION R – Skills Laboratory – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION S – Clinical Protocol – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION T – Employability Skills & Resume Preparation – Pass all assignments and exams with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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