

**Mercy College of Health Sciences  
Physical Therapist Assistant Program**

**Competency List**

Competency is assessed in two domains: knowledge and skill performance. The following table lists expected competencies after completion of the PTA Program. Written examinations are used to test cognitive objectives. Skill checks, practical examinations, and clinical performance are used to determine level of skill. Critical safety elements are noted for each specific procedure in bold on the skill check or practical examination form. Students must satisfactorily pass all critical safety elements to successfully pass each skills competency. Specific criteria are presented in each syllabus.

| <b>Item</b>  | <b>Knowledge</b> | <b>Skill</b> |
|--|------------------|--------------|
| Effective verbal communication                             | K                | S            |
| Effective non-verbal communication                         | K                | S            |
| Public speaking  | K                | S            |
| Medical terminology  | K                |              |
| Documentation of clinical encounters                       | K                | S            |
| Role of PTA and PT   | K                |              |
| Role of health care providers                              | K                |              |
| Patient/client management model                            | K                |              |
| Work within established plan of care under direction of PT | K                | S            |
| Professionalism  | K                | S            |
| Ethical practice   | K                | S            |
| Legal practice   | K                | S            |
| Risk management – universal precautions, safety            | K                | S            |
| Privacy, confidentiality                                   | K                | S            |
| Critical thinking  | K                | S            |
| Psychosocial aspects of care                               | K                | S            |
| Interviewing   | K                | S            |
| Aerobic conditioning                                       | K                | S            |
| Balance/coordination/agility training                      | K                | S            |
| Body mechanics   | K                | S            |
| Anthropometrics  | K                | S            |
| Arousal/attention/cognition                                | K                | S            |
| Visual appraisal   | K                | S            |
| Goniometry   | K                | S            |
| Manual muscle testing                                      | K                | S            |
| Pain scales  | K                | S            |
| Sensory testing  | K                | S            |
| Vital signs  | K                | S            |
| Flexibility exercises (ROM and stretching)                 | K                | S            |
| Gait/locomotion training                                   | K                | S            |
| Neuromotor development training                            | K                | S            |
| PNF  | K                | S            |

| <b>Item</b>   | <b>Knowledge</b> | <b>Skill</b> |
|---|------------------|--------------|
| Barrier accommodations / modifications                          | K                | S            |
| Application/adjustment of adaptive/assistive devices during ADL | K                | S            |
| Functional training programs                                    | K                |              |
| Injury prevention /reduction                                    | K                | S            |
| Massage   | K                | S            |
| Posture training  | K                | S            |
| Energy conservation   | K                | S            |
| Relaxation training   | K                | S            |
| Strength training   | K                | S            |
| Aquatic exercise  | K                |              |
| Bed mobility/positioning  | K                | S            |
| Transfer training   | K                | S            |
| Developmental activities  | K                | S            |
| Instrumental ADL  | K                |              |
| Application/adjustment of orthotic devices                      | K                | S            |
| Application/adjustment of prosthetic devices                    | K                | S            |
| Application/adjustment of protective/supportive devices         | K                | S            |
| Breathing/coughing techniques                                   | K                | S            |
| Percussion, vibration, shaking                                  | K                | S            |
| Postural drainage   | K                | S            |
| Nonselective debridement  | K                | S            |
| Selective debridement   | K                |              |
| Topical agents  | K                | S            |
| Supplemental oxygen   | K                | S            |
| Electrotherapeutic modalities                                   | K                | S            |
| Physical agents   | K                | S            |
| Tilt table/standing frame                                       | K                | S            |
| Mechanical traction   | K                | S            |
| CPM   | K                | S            |
| Compression – bandages and garments                             | K                | S            |
| Patient-related instruction                                     | K                | S            |
| Peer education  | K                | S            |
| Time management   | K                | S            |
| Organizational structures                                       | K                |              |
| Health care delivery models                                     | K                |              |
| Career development  | K                | S            |