



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number PTA 235	Course Title PTA Clinical Education II	Credits 4
Hours: Lecture/Lab/Other 40 hours/week for 5 weeks = 200 clinical hours	Pre-requisite PTA 224, PTA 217	Implementation Semester & Year Fall 2024

Catalog description:

Supervised full-time clinical experience allows students to apply and practice skills learned in other classes and learn to become an integral part of a physical therapy department.

General Education Category:
Not GenEd

Course coordinator: Rachel Cordasco, 609-570-3385,
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Required texts & Other materials:
n/a

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. P25. document all relevant information in the format used in the facility, in a method that is accurate, concise, legible, grammatically correct and timely (supports ILG 1, PLO 5 & PLO 7)
2. P29. Demonstrate preparedness to work under the direction/supervision of a PT by communicating effectively and practicing within the scope of practice of a PTA (supports ILG 1 & 9, PLOs 5 & 7)
3. P32. utilize patient-sensitive language in verbal and written communication (supports ILG 1 & 8, PLOs 5 & 7)
4. P21. Observe an initial PT examination performed by a Physical Therapist, and participate in the development of an initial treatment session for that patient (supports ILG 11, PLOs 5 & 7)
5. P4. prepare and perform an in-service for colleagues (supports ILG 11, PLOs 5 & 7)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Physical Therapist Assistant Program (PLO)

1. To maintain high quality PTA courses and instruction for a diverse student population.
2. To provide meaningful and effective services and activities that support student success and preparation for safe and competent clinical practice.
3. To foster learning environments that celebrate and value diversity and respect.
4. To manage resources that support affordability, quality teaching, innovation and safe learning environments.
5. To foster community connections with providers of quality physical therapy to enhance the vitality of the PTA program and contribute to the physical therapy community.
6. To maintain a commitment to assessment to evaluate the PTA program’s success in meeting these goals.
7. To provide an environment that creates adaptive learners who are able to function in complex, uncertain and novel situations.
8. To intentionally focus on learner development of professional identity and commitment to the physical therapy profession

Units of study in detail – Unit Student Learning Outcomes:

PTA 235

		Supports SLOs:
Unit 1	Orientation to the clinical setting	all
Unit 2	Integration into the clinical setting	all
Unit 3	Integration into the clinical setting	all
Unit 4	Integration into the clinical setting	all
Unit 5	Integration into the clinical setting	all

Week 1 Orientation to the clinical setting

The student/learner is expected to observe the physical therapy department and personnel utilization until the student/learner and the CI determine that the student/learner is sufficiently acclimated to this setting. The CI will be interacting with the student/learner and working with the student/learner to set up observations as needed. The student/learner needs to initiate interaction with patients, seek out the components of departmental organization, and documentation style. During this week the student/learner is expected to develop goals for the clinical affiliation, discuss and negotiate the goals with the CI, and determine a plan for implementation during the clinical affiliation.

Weeks 2-4 Integration into the clinical setting

Expected experiences:

- an initial patient examination with an orthopedic patient
- measurement of muscle strength, girth, and joint ROM
- measurement of vital signs
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- gait training
- therapeutic exercise
- application of physical agents
- documentation of treatment
- patient chart organization patient education
- body mechanics techniques
- patient scheduling protocols
- 3rd party payer reimbursement structures plans for quality assurance
- a case study to follow the progress of a patient over at least 3 visits
- review patient chart information and compile a list of the medications and diagnoses, noting side effects that are observed by the physical therapy clinical staff.

Evaluation of student learning:

%	Activity	Number
10	Quizzes	1
20	Presentation(s)	1
10	Communication with ACCE	1
60	Clinical Affiliation(s)	1

This is a clinical education course. Students will complete a preparatory quiz, an in-service presentation, be graded on their communication, and meeting the course objectives using a Clinical Performance Instrument, completed by the Clinical Instructor. Students will meet with the Clinical Instructor for mid-term and final evaluations, in which feedback on each and every course objective will be reviewed and discussed.