COURSE OUTLINE

Course Number | Course Title | Credits
---|---|---
PTA 240 | PTA Clinical Education III | 5

Hours: lecture/Lab/Other
40 hours per week for 6 weeks = 240 clinical hours

Pre-requisite
PTA 213, PTA 235

Co-requisite
PTA 241

Implementation
Summer

Catalog description:

Supervised full-time clinical experience allows students to practice all of the techniques and procedures taught in the program, performing all that is normally expected of a physical therapist assistant. Students are expected to conduct an “in-service” presentation to colleagues at the clinical site.

Recommended texts/other materials:

<table>
<thead>
<tr>
<th>Bottomley</th>
<th>Quick Response Dictionary for Physical Therapy</th>
<th>3rd</th>
<th>SLACK</th>
<th>2013</th>
<th>978-1-61711-070-2</th>
<th>rec</th>
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<tbody>
<tr>
<td>Taber's</td>
<td>Cyclopedic Medical Dictionary</td>
<td>22nd</td>
<td>FA Davis</td>
<td>2013</td>
<td>978-0-8036-2977-6</td>
<td>rec</td>
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</table>

Revision date: Fall 2016

Course coordinator: Holly Kaiser, 609-570-3478, Kaiserh@mccc.edu

Information resources:

This course makes use of the recommended texts for the course and clinical knowledge and experience of supervising clinical faculty.

Course Competencies/Goals:

At a minimum, each student/learner will achieve the following goal by the end of the final clinical affiliation (Clinical Affiliation III):

1. By the end of the final clinical affiliation, the student/learner will handle a patient case load equivalent to that of an entry-level PTA in that particular setting, which includes both direct patient care and non-patient care responsibilities.

Course-specific General Education Knowledge Goals and Core Skills:

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

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

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

<table>
<thead>
<tr>
<th>PTA 240</th>
<th>Goals</th>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Orientation to the clinical setting</td>
<td>1,2,3,8,9, B, C, D, C, F, G</td>
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<tr>
<td>Unit 2</td>
<td>Integration into the clinical setting</td>
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<td>Unit 3</td>
<td>Integration into the clinical setting</td>
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<td>Unit 4</td>
<td>Integration into the clinical setting</td>
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<td>Unit 5</td>
<td>Integration into the clinical setting</td>
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<td>Unit 6</td>
<td>Integration into the clinical setting</td>
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Course Outline: Clinical Education III

Week 1: Days 1 & 2 Orientation and integration to the clinical setting:
The student/learner is expected to observe the physical therapy department and personnel utilization until the student/learner and the clinical instructor (CI) determine that the student/learner is sufficiently acclimated to this setting. The CI will be interacting with the student/learner and working with him or her to set up observations as needed. The student/learner needs to initiate interaction with patients and seek out the components of departmental organization and documentation style. During this week the student/learner should gain an understanding of the role and responsibilities of all staff in the PT department. An introduction to who handles patient scheduling and how effectiveness is maximized via appropriate scheduling should also occur during the first week.

Week 1: Day 3 through the end of Week 6 Integration into the clinical setting:
The student is expected to perform all duties that would normally be expected of a PTA at entry level.
The student is also expected to participate in departmental “in-service” presentations. The student is also required to present an “in-service” to the department.

**Learning Objectives have been identified in each of the following domains of learning:**

**Cognitive/Knowledge**
The student/learner will be able to successfully:
1. verbalize an understanding of the interventions provided by reporting why interventions are chosen, how they are properly performed, when it would be appropriate to use them and when it would be inappropriate to use them
2. outline potential patient progression sequences within a specified Plan of Care and be able to explain why progression is indicated
3. design a therapeutic exercise program to address the short and long term goals identified within the evaluation of a patient and consistent with the identified plan of care
4. describe physical therapy as a component of the rehabilitation of patients, recognizing other components which encompass the “big picture”
5. complete a case study as per instructions provided

**Psychomotor**
The student/learner will be able to successfully:
1. ensure patient safety by utilizing universal precautions, proper body mechanics, proper guarding techniques, maintaining a safe environment, and utilizing proper intervention techniques
2. indicate when a patient should be re-evaluated by a physical therapist or when the patient should receive a progress note, and complete said progress note (or weekly summative note)
3. modify ROM and MMT techniques based on varying patient circumstances while utilizing sound foundational concepts
4. interpret the results of changes in the patient’s objective measures and identify its impact on the treatment plan
5. perform physical therapy interventions in a competent and safe manner including therapeutic exercise, therapeutic activities, neuromuscular re-education, gait training, stair training, transfers, bed mobility, and modalities as appropriate for the clinical site
6. independently operate physical therapy equipment and modalities within the department
7. modify the performance of PT interventions to meet the varying needs of patients
8. recognize when an intervention should not be provided due to changes in the patient’s status and report this back to the supervising CI or PT
9. review patient data prior to treatment interventions, demonstrating the ability to identify data which is pertinent and its importance for that patient
10. document all relevant information in the format used by the PT department, in a method that is accurate, concise, legible, grammatically correct and timely
11. coordinate the physical therapy care for more than one patient at a time
12. identify accurate billing codes (CPT codes) and the number of units for each patient treatment session in a timely manner
13. instruct a patient in a therapeutic exercise program for the first time
14. delegate appropriate tasks to support staff as a demonstration of time and resource management
15. contribute to discharge planning with the assistance of a supervising PT
16. demonstrate time management skills by managing his/her daily schedule to maximize efficiency
17. recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services
18. take appropriate action in an emergency situation (or discuss the steps to take during an emergency situation)
19. prepare and perform an in-service for colleagues
20. demonstrate an awareness of one’s own limits by asking for assistance when necessary and asking appropriate questions
21. provide patient related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
22. adjust interventions within the POC established by the PT in response to patient clinical indications and report this to the supervising PT
23. maintain patient confidentiality, dignity, and modesty in the clinical environment
24. establish realistic weekly goals in an effort to improve clinical skills
25. arrive prepared to the midterm and final assessment meetings with a fully filled out Self-Performance Evaluation

**Affective**
The student/learner will be able to successfully:

1. demonstrates initiative by arriving early each day and arriving prepared
2. exhibit support and understanding for patients who may be having psychological difficulty in dealing with their diagnosis or treatment and discuss these patients with the clinical instructor and asking relevant questions
3. exhibit conduct that reflects practice standards that are legal, ethical, and safe
4. interact and communicate appropriately verbally and non-verbally with the patient, the physical therapist (PT), health care delivery personnel and others in an effective, appropriate and respectful manner
5. develop a strategy for maintaining an open line of communication with the supervising PT to discuss patient and practice concerns
6. uses “downtime” appropriately and professionally
7. accept feedback without becoming angry or defensive and use it to strengthen future performance as a PTA in the clinical setting
8. devote time to the reading of professional literature
### Evaluation of learning

#### Grading

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<th>%</th>
<th>Activity</th>
<th>Number</th>
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<tr>
<td>N/A</td>
<td>Written Exam(s)</td>
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<tr>
<td>N/A</td>
<td>Quizzes</td>
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<tr>
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<td>Paper(s)</td>
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<td>15</td>
<td>Presentation(s)</td>
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<td>Class Participation</td>
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<td>Practical Exam</td>
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<td>Communication with ACCE</td>
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<tr>
<td>60</td>
<td>Clinical Affiliation(s)</td>
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**Academic Integrity Statement:** There is a zero tolerance policy for plagiarism. Any work that violates the MCCC Academic Integrity policy will receive a grade of “0” and the learner will be reported to the College’s Academic Integrity Committee consistent with College policies. See [http://mlink.mccc.edu/omb/OMB210.pdf](http://mlink.mccc.edu/omb/OMB210.pdf)