COURSE OUTLINE

Course Number  
PTA 224

Course Title  
PTA Clinical Education I

Credits  
3

Hours: Lecture/Lab/Other 40 hours per week for 4 weeks = 160 clinical hours

Pre-requisite  
PTA 107, PTA 112

Co-requisite  
PTA 227

Implementatio  
Fall

Catalog description:

Supervised clinical instruction to observe the clinic environment and PT/PTA interactions; develop professional comportment and communication; refine measurement and time management skills; and learn about patient chart information. Experiences are shared with classmates and faculty in PTA Seminar (PTA 227).

Recommended texts/other materials:

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

Revision date: Fall 2018  
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.

At a minimum, each learner will achieve the following goal by the end of this first clinical affiliation (Clinical Affiliation I):

By the end of the first clinical affiliation, the learner will treat a non-complex patient one-on-one from start to finish with distant supervision in an appropriate time frame, which includes the following:

- a. performing a chart review to identify relevant data pertinent to the treatment session
- b. bringing the patient into the clinic, gathering subjective information, and completing the entire treatment session in a safe, effective and competent manner.
- c. writing an accurate SOAP note in a timely manner (which is to be handed in by the end of the treatment day, at the latest)
- d. identifying the appropriate billing codes that correspond with the interventions provided (the students does not necessarily need to identify the # of units per code, but should be able to identify which CPT codes are appropriate)
- e. providing a clinically meaningful verbal report to the supervising CI or PT regarding the patient.
Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

MCCC Course Outline, Approved by the Curriculum Committee 12/6/07
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 6. 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:
PTA 224

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goals</th>
<th>Learning Objectives</th>
</tr>
</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>
<td>1,2,3,4,5,8,9 A,B,C,D,E,F,G</td>
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<td>Unit 3</td>
<td>Integration into the clinical setting</td>
<td>1,2,3,4,5,8,9 A,B,C,D,E,F,G</td>
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<td>Unit 4</td>
<td>Integration into the clinical setting</td>
<td>1,2,3,4,5,8,9 A,B,C,D,E,F,G</td>
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</table>

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
• 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.

Learning Objectives have been identified in each of the following domains of learning:
The student/learner will be able to…

Cognitive/Knowledge
1. can answer questions regarding and verbalize adequate knowledge of foundational anatomy
2. can answer questions regarding and verbalize adequate knowledge of patient assessment techniques
3. can answer questions regarding and verbalize adequate knowledge of treatment intervention techniques
4. can answer questions regarding and verbalize adequate knowledge of treatment modalities
5. verbally identify methods of maximizing patient safety during treatment
6. 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 not be appropriate to use them
7. approaches the CI with observations regarding which interventions should be progressed with a patient, why progression is indicated and how the progression should take place
8. prepare a written case study as per instructions provided

Psychomotor
1. ensure patient safety by the use of universal precautions, proper body mechanics, proper guarding techniques, maintaining a safe environment, and utilizing proper intervention techniques
2. competently and safely perform manual muscle tests (MMT), range of motion (ROM) using a goniometer, and vital signs measurements on patients
3. performs 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
4. recognize when an intervention should not be provided due to changes in the patient’s status and report this back to the supervising PT
5. review patient data prior to treatment interventions, demonstrating the ability to identify data which is pertinent and its importance for that patient
6. document all relevant information in SOAP note format in a method that is accurate, concise, legible, grammatically correct and timely
7. identify accurate billing codes (CPT codes) in a timely manner
8. Instruct a patient in a therapeutic exercise program that is new to the patient
9. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services
10. Take appropriate action in an emergency situation (or discuss the steps to take during an emergency situation)
11. Recognize when the direction to perform an intervention is beyond the scope of practice for a PTA student/learner
12. Demonstrate an awareness of one’s own limits by asking for assistance when necessary and asking appropriate questions
13. Maintain patient confidentiality, dignity, and modesty in the clinical environment
14. Establish realistic weekly goals in an effort to improve clinical skills
15. Arrive prepared to the midterm and final assessment meetings with a fully filled out Self-Performance Evaluation
**Affective**

1. **demonstrates initiative** by arriving early each day and arriving prepared and asking relevant questions.
2. **exhibit conduct** that reflects practice standards that are legal, ethical, and safe.
3. **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.
4. **develop a strategy** for maintaining an open line of communication with the supervising PT to discuss patient and practice concerns.
5. **demonstrates time management skills**.
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.

**Evaluation of student learning**

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Activity</th>
<th>Number within course</th>
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<tbody>
<tr>
<td>NA</td>
<td>Written Exam(s)</td>
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<tr>
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<td>Quiz(es)</td>
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<tr>
<td>NA</td>
<td>Article Review(s)</td>
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<tr>
<td>10</td>
<td>Case Study (Paper)</td>
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<tr>
<td>NA</td>
<td>Presentation(s)</td>
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<tr>
<td>NA</td>
<td>Class Participation</td>
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<tr>
<td>NA</td>
<td>Practical Exam</td>
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<tr>
<td>10</td>
<td>Communication with ACCE</td>
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<tr>
<td>77.5</td>
<td>Clinical Evaluation(s)</td>
<td>1</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)