COURSE OUTLINE

Course Number  | Course Title            | Credits
---------------|-------------------------|---------
PTA 235        | PTA Clinical Education II | 4

Hours: lecture/Lab/Other
40 hours per week for 5 weeks = 200 clinical hours

Pre-requisite
PTA 210, PTA 211, PTA 224, PTA 226

Co-requisite
PTA 236

Implementation
Spring

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.

Recommended texts/other materials:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottomley</td>
<td>Quick Response Dictionary for Physical Therapy</td>
<td>3rd</td>
<td>SLACK</td>
<td>2013</td>
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<tr>
<td>Taber's</td>
<td>Cyclopedic Medical Dictionary</td>
<td>22nd</td>
<td>FA Davis</td>
<td>2013</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 goals by the end of the second clinical affiliation (Clinical Affiliation II):

1. By the end of the second clinical affiliation, the student/learner will treat a complex (or lower functioning) patient one-on-one from start to finish with distant supervision in an appropriate timeframe, 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 student/learner 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.

2. By the end of the second clinical affiliation, the student/learner will treat multiple non-complex patients from start to finish at the same time, with distant supervision in an appropriate timeframe, which
includes the following:

a. performing chart reviews to identify relevant data pertinent to the treatment session for the patients
b. bringing the patients into the clinic, gathering subjective information, and completing the entire treatment sessions in a safe, effective and competent manner.
c. managing his/her time effectively to minimize having patients wait and maximize the session for all patients
d. 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) for each patient
e. identifying the appropriate billing codes that correspond with the interventions provided (the student/learner does not necessarily need to identify the # of units per code, but should be able to identify which CPT codes are appropriate)

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
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

PTA 235

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goals</th>
<th>Learning Objectives</th>
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<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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<td>Unit 5</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>

Course Outline:

Week 1. 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.
Weeks 2-5  Integration into the clinical setting:

Once the student/learner has been oriented to the department, the Clinical Instructor can begin to have the student work on the course goal objectives listed below. The student can be expected to perform the following activities within the department: MMT, ROM, vital signs, measurement for assistive devices, gait training, transfers, massage, wound care dressing, hydrotherapy, physical agents, bed mobility, therapeutic exercise, and treatment documentation. This is not an all-inclusive list and providing opportunities for student/learners to reach their highest potential is encouraged. Additional experience with techniques is encouraged, as deemed appropriate by the CI and the student.

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

**Cognitive/Knowledge**

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. approach the CI with observations regarding which interventions should be progressed with a patient, why progression is indicated and how the progression should take place
3. verbalize an understanding of how each PT intervention provided relates to the patient's functional goals
4. observe an initial PT examination performed by a physical therapist, and participate in the development of an initial treatment session for that patient
5. describe the sequence from the initial examination of a patient forward
6. discuss the differences between patient populations and communication styles that are utilized

**Psychomotor**

1. ensure patient safety by utilizing universal precautions, proper body mechanics, proper guarding techniques, maintaining a safe environment, and utilizing proper intervention techniques
2. identify situations in which patient assessment is indicated and then competently and safely perform manual muscle tests (MMT), range of motion (ROM) using a goniometer, and vital signs measurements on patients
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. 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
6. modify the performance of PT interventions to meet the varying needs of patients
7. 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
8. review patient data prior to treatment interventions, demonstrating the ability to identify data which is pertinent and its importance for that patient
9. document all relevant information in the format used by the PT department, in a method that is accurate, concise, legible, grammatically correct and timely
10. document a progress note or summative weekly note (whichever summative note format is utilized in the clinical setting)
11. identify accurate billing codes (CPT codes) in a timely manner
12. instruct a patient in a therapeutic exercise program for the first time
13. delegate appropriate tasks to support staff as a demonstration of time and resource management
14. contribute to discharge planning with the assistance of a supervising PT
15. recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services
16. take appropriate action in an emergency situation (or discuss the steps to take during an emergency situation)
17. prepare and perform an in-service for colleagues
18. recognize when the direction to performance of an intervention is beyond the scope of practice for a PTA student/learner
19. demonstrate an awareness of one’s own limits by asking for assistance when necessary and asking appropriate questions
20. provide patient related instruction to patients, family members, and caregivers to achieve patient outcomes based on the POC established by the PT
21. adjust interventions within the POC established by the PT in response to patient clinical indications and report this to the supervising PT
22. maintain patient confidentiality, dignity, and modesty in the clinical environment
23. establish realistic weekly goals in an effort to improve clinical skills
24. 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 learning

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<th>%</th>
<th>Activity</th>
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<td>Written Exam(s)</td>
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<td>Quizzes</td>
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<tr>
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<td>Paper(s)</td>
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<td>Presentation(s)</td>
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<tr>
<td>N/A</td>
<td>Class Participation</td>
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<tr>
<td>N/A</td>
<td>Practical Exam</td>
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<tr>
<td>10</td>
<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)