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

**Catalog description:**
Supervised full-time clinical instruction to observe the clinic environment and PT/PTA interactions; develop professional deportment and communication; refine measurement and time management skills; and learn about patient chart information.

**Recommended texts/other materials:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>Year</th>
<th>ISBN</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**Revision date:** Fall 2023

**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 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 224</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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</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 Learning Domain:**
The learner will be able to successfully:

**Remember Knowledge**
1. answer questions regarding and verbalize adequate knowledge of foundational anatomy and physical therapy coursework
2. answer questions regarding and verbalize adequate knowledge of techniques used to gather objective patient data
3. answer questions regarding and verbalize adequate knowledge of treatment intervention techniques
4. verbally identify methods of maximizing patient safety during treatment

**Apply Knowledge**
5. 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
6. verbalize an understanding of how each intervention relates to the patient’s short and long term goals
7. contribute to treatment session and planning by applying knowledge and clinical judgment, while considering patient goals and the environment, within the established plan of care

**Communicate**
8. 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
9. discuss the process for reporting to the appropriate authorities suspected cases of abuse of vulnerable populations with a practicing PT or PTA
10. discuss the process for reporting to the appropriate authorities suspected cases of fraud and abuse related to utilizing and payment for PT services with a practicing PT or PTA
11. prepare a written case study as per instructions

**Psychomotor Learning Domain:**
The learner will be able to successfully:

**Communicate & Educate**
1. communicate to the Clinical Instructor patient safety concerns, patient response to treatment interventions, changes in patient status, and patient progression or regression
2. communicate to the Clinical Instructor an understanding of the plan of care, including the treatment plan and how it will achieve short and long term goals
3. Provide patient related instruction to patients, family members, and caregivers to achieve patient outcomes, based on the plan of care established by the Physical Therapist

Maintain Safety
4. ensure patient safety by the use of universal precautions, proper body mechanics, proper guarding techniques, maintaining a safe environment, and utilizing proper intervention techniques
5. take appropriate action in an emergency situation (or discuss the steps to take during an emergency situation)
6. recognize when the performance of an intervention is beyond the scope of practice for a PTA learner
7. demonstrate an awareness of one’s own limits by asking for assistance when necessary and asking appropriate questions

Manage Patients
8. recognize when an intervention should not be provided due to changes in the patient’s status and report this back to the Clinical Instructor
9. review patient data prior to treatment interventions, demonstrating the ability to identify data which is pertinent to the therapy session and its importance for that patient
10. competently gather subjective information from patients before, during, and after treatment sessions, which may include pain information
11. recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services
12. maintain patient confidentiality, dignity, and modesty in the clinical environment
13. competently and safely perform manual muscle tests (MMT), range of motion (ROM) using a goniometer, and vital signs measurements on patients
14. determine safety and status of patients during all mobility training, including gait, balance, and wheelchair mobility
15. recognize skin integrity status, including sensation, changes to skin, and positioning needs
16. Participate in inter-professional care, if available

Administer Interventions
17. perform physical therapy interventions in a competent and safe manner including passive range of motion, therapeutic exercise, therapeutic activities, neuromuscular re-education, gait training, stair training, transfers, bed mobility, and biophysical agents as appropriate for the clinical site
18. instruct a patient in a therapeutic exercise program that is new to the patient

Manage Practice
19. document all relevant information in the format used in the facility, in a method that is accurate, concise, legible, grammatically correct and timely
20. identify accurate billing codes (CPT codes) in a timely manner
21. establish realistic weekly goals in an effort to improve clinical skills
22. arrive prepared to the midterm and final assessment meetings with a fully completed Self-Performance Evaluation Instrument
23. Demonstrate preparedness to work under the direction/supervision of a PT by communicating effectively and practicing within the scope of practice of a PTA
24. contribute to efforts to increase patient and healthcare provider safety
Participate in the Health Care Environment
   25. utilize patient-sensitive language in verbal and written communication
   26. participate in facility performance improvement activities if available, including quality assurance

Affective Learning Domain:
The learner will be able to successfully:

Responsibility & Professionalism
   1. demonstrate initiative by arriving early each day and arriving prepared
   2. 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
   3. develop a strategy for maintaining an open line of communication with the supervising PT to discuss patient and practice concerns
   4. demonstrate time management skills
   5. use “downtime” appropriately and professionally
   6. accept feedback without becoming angry or defensive and use it to strengthen future performance as a PTA in the clinical setting.

Ethics & Values
   7. exhibit conduct that reflects practice standards that are legal, ethical, and safe by adhering to institutional, state and federal regulations, adhering to the APTA Standards of Ethical Conduct, and the APTA’s Values Based Behaviors for the PTA

Evaluation of student learning

<table>
<thead>
<tr>
<th>Grading</th>
<th>% of grade</th>
<th>Activity</th>
<th>Number within course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Written Exam(s)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Quiz(es)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Article Review(s)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Case Study (Paper)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Presentation(s)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Class Participation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Practical Exam</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Communication with ACCE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>77.5</td>
<td>Clinical Evaluation(s)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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