

State Technical College of Missouri

Course Syllabus

PTA 245 Clinical Practice III

4 Credit Hours

240.00 clock hours of Internship

per semester

Course Description

This is a six week (40 hours per week) clinical experience that provides the student with opportunities to provide patient care under the supervision of a licensed physical therapy professional in an assigned/approved facility. The student will apply concepts and skills learned in the classroom to the clinical setting, strengthening the connection between theoretical and foundational knowledge. The student will work with a variety of patients to develop competence in clinical skills and exhibit appropriate professional behaviors related to the role of the physical therapist assistant (PTA) as part of the healthcare team. This clinical experience facilitates development of cultural competence, quality assurance, and billing practices. Student will have the opportunity to present and education in-service to the healthcare team.

Course Requisites

Prerequisite

PTA 135 with a grade of C or better,
PTA 201 with a grade of C or better,
PTA 202 with a grade of C or better,
PTA 204 with a grade of C or better,
PTA 205 with a grade of C or better,
PTA 208 with a grade of C or better,
PTA 211 with a grade of C or better,
PTA 223 with a grade of C or better
and
PTA 224 with a grade of C or better

Course Objectives

Upon completion of this course, students will be able to:

1. Exhibit appropriate professional behaviors to the standards of both society and the profession in all situations.
2. Employ active listening, verbal and nonverbal communication with patients, caregivers, and the medical team.
3. Modify communication as appropriate with patients, caregivers, and/or medical team to assure understanding.
4. Comply with departmental policies and procedures in the clinical setting.
5. Formulate and implement strategies to preserve dignity and respect for culturally or economically diverse patients.
6. Relate theoretical knowledge to physical therapy interventions in the clinical setting.
7. Interpret PT plan of care and administer assigned treatment interventions safely, effectively, and efficiently to achieve established goals.
8. Interpret relevant information from medical records and physical therapy evaluations.
9. Compose accurate written clinical documentation in a clear, concise, and timely manner adhering to legal standards.
10. Compare patient performance to expected treatment outcomes and assess treatment effectiveness.
11. Adjust treatment interventions appropriately to ensure safe and effective delivery of patient care as outlined in the PT's plan of care.
12. Demonstrate efficient use of time and resources in the clinical setting.
13. Prepare equipment/work area for treatment session and clean up as appropriate.
14. Identify concerns regarding patient functional status and activities of daily living (ADL's).
15. Formulate strategies to address patient deficits in ADL's and functional performance.
16. Exhibit conduct that reflects a commitment to meet the expectations of members of the physical therapy profession.
17. Maintain a safe environment for patients, caregivers, and staff.
18. Deliver patient and caregiver education as per PT plan of care using appropriate teaching methods.
19. Demonstrate responsiveness to constructive feedback and seek new learning opportunities in all aspects of clinical education.
20. Display actions and behaviors consistent with the role of the PTA in the physical therapy setting.
21. Participate as a team member in quality assurance activities to facilitate quality patient care and departmental operation.
22. Manage workload to function effectively and efficiently in the clinical setting, prioritizing tasks, and delegate appropriately.
23. Adopt effective strategies for managing stress and conflict in the professional setting.
24. Deliver individualized treatments based on patient status, deficits, personality, and goals.
25. Confer with supervising PT in a timely and effective manner regarding patient's progress and/or concerns.
26. Recognize own strengths and weaknesses, striving for both professional and personal growth through social responsibility, lifelong learning, and career development.
27. Demonstrate effective use of available technology.

28. Demonstrate work readiness through achievement of “entry level” for the ten generic abilities (provided in the PTA Handbook).
29. Incorporate knowledge of indications, contraindications, and safety into patient care.
30. Demonstrate behaviors that reflect practice standards that are legal, ethical, and safe.
31. Participate in discharge planning and follow-up as directed by the PT.
32. Interact with other members of the healthcare team in patient care and non-patient care activities.
33. Prepare an educational in-service for members of the health care team using techniques and instructional methods consistent with the audience.
34. Provide accurate and timely information for billing and reimbursement purposes.

Class Section Information

Section Number(s):	80
Meeting Day(s):	Monday, Tuesday, Wednesday, Thursday, Friday
Meeting Time(s):	Assigned by clinical site
Location(s):	Assigned clinical facilities per ACCE
Start and End Date:	July 08, 2019 - August 16, 2019

Instructor Information

Instructor:	Kathy Vitela
Office Hours:	Monday through Friday 8:00-5:00 pm
Office Location:	HSC, Office #111
Primary Phone:	573-897-5336 (Office)
Other Phone:	573-418-0941 (Office)
Office E-mail:	kathy.vitela@statetechmo.edu
Expected Response Time:	24 hours

Co-Instructor Information

Instructor:	Katherine Berrey
Office Hours:	by appointment
Office Location:	HSC, Office #108
Primary Phone:	573-897-5337 (Office)
Office E-mail:	katherine.berrey@statetechmo.edu

Instructor:	Tony Brenneke
Office Hours:	by appointment
Office Location:	HSC, Office # 110
Primary Phone:	573-897-5334 (Office)
Office E-mail:	tony.brenneke@statetechmo.edu

Required Books, Tools, and Other Materials

Roy, Wolf, and Scalzitti, The Rehabilitation Specialist's Handbook, 2013, F.A. Davis, 4th Edition.
STC Nametag, CPR card, proof of medical insurance coverage, updated immunizations, criminal background check, and textbooks as needed. A goniometer and tape measure may be required at some sites.

Optional/Recommended Books and Other Materials

Professional attire or STC Polo shirt is to be worn during all clinical sessions unless otherwise indicated (see dress code policy for clinical affiliations in PTA Student Handbook). Comfortable, non-restrictive clothing is necessary for the activities of the practice of physical therapy. The student will assume responsibility for transportation, meals and incidentals necessary for this affiliation.

AJA@™ STC Grading System

The Job Readiness Work Ethic Score and Attendance Percentage portions of the AJA@™STC system do not apply to this class.

Only an Academic Grade will be issued and recorded on your transcript.

Academic Grade

The following academic grading scale is used for this class:

A = 91.5% to 100.0%

B = 82.5% to 91.4%

C = 74.5% to 82.4%

D = 64.5% to 74.4%

F = 64.4% and below

Students are assessed by their respective clinical instructor(s) using the Clinical Practice Student Performance Evaluation. This evaluation contains information related to clinical skills as well as areas of professional behaviors included in the generic abilities(see student handbook). This evaluation will be submitted at the end of the clinical practice to the academic coordinator of clinical education (ACCE) for interpretation and assignment of grade.

The final grade includes information from the Student Performance Evaluation, ACCE mid-term conversation with CI/student, submission of any contributing assignments, and completion of all required documentation/paperwork. A passing grade is equivalent to at least 75% and a failing grade is anything < 75%. The Clinical Practice requires a "C" or above to pass.

Students must achieve a minimum average of 4.25 for clinical skill and professional behavior sections of the student performance evaluation by the end of the rotation. **In addition, regardless of how the performance evaluation is "graded" by the CI, if there is evidence through written comments or other communications that the student has not met expectations with regard to either clinical skills or professionalism, the student is subject to failure with determination by the ACCE/academic faculty.** The student's letter grade for the clinical may also be changed at the discretion of the ACCE if it is determined that the student did not meet the minimum performance standards. If the student does not meet expectations, it is at the discretion of the clinical and academic faculty to establish an appropriate plan for remediation of the area or skill in question, which may include a repeat of the entire clinical and other activities as deemed appropriate to achieve course objectives. Attempts will be made to provide the student the opportunity for remediation without compromising academic coursework. If remediation occurs and the student is successful, the highest letter grade the student may receive for the clinical is a "C".

As long as all of the criteria are met, the final grade will be calculated as follows:

Student Performance Evaluation: 80% of total grade

Clinical Paperwork, Journals, Attendance: 20% of total grade

TOTAL: 100%, See Grading Rubric attached.

Students must be in good standing with all academic coursework to begin any clinical affiliation. As with all other courses, a strong emphasis is placed on the generic abilities and students must meet these expectations as well to successfully complete the course.

Attendance Requirements

Students are expected to arrive promptly and attend all scheduled clinical days unless prior arrangements are made with both the respective clinical instructor and the academic coordinator of clinical education (ACCE). If unable to attend scheduled hours/days, the student must contact both the CI and the ACCE as soon as possible. All absences, whether rescheduled or not, may be recorded. It is the responsibility of the student to reschedule any absences at the discretion of the clinical site and the CI. The ACCE should be notified of any difficulties in making up time, and will assist in making alternate arrangements as needed. The ACCE can be reached by calling (573) 897-5336, or cell phone (573) 418-0941. Excessive absences will require additional intervention by ACCE and may result in a failed clinical experience.

Library Assignment

The student is required to present an In-service to the clinic staff during this clinical practice. The in-service is a way for the students to provide education to the clinical site's staff. Students or Clinical Instructors may pick the topic and the student will perform the required research and develop a presentation that will be given to the clinical staff. Or the student may use their CAT topic from the Research Methods course if approved by the CI. This can be done as a lunch and learn type of activity or otherwise as determined by the clinical instructor and student.

The presentation should meet the needs of the staff and provide clearly new information that will impact patient outcomes, patient care and/or improved clinical performance. With regards to the length of the presentation, there are no specific guidelines other than the presentation must meet the expectations of the clinical instructor.

The presentation should involve use of instructional materials – a fact sheet, pamphlet, handout, power point, video or something that details the information for the staff to have as a resource. One copy of the instructional material used during the presentation needs to be turned in with the in-service verification form, and signed by the clinical instructor and dated.

Special Class or Laboratory Procedures

The student will be under the direct supervision of a qualified clinical instructor (PT or PTA), applying learned skills/techniques, participating in observation, discussion, meetings, in-services (where applicable), and other direct and indirect patient care activities as appropriate. The ACCE directs the clinical education program and is available for consultation as needed. This technical course is offered by the Physical Therapist Assistant Program in the Health Sciences Division.

PTA Curriculum prior to Clinical Education II includes the following:

1. Assessment Skills: MMT, Goniometry, Vital Signs including pulse, respiration, temperature, and blood pressure, Posture assessment/Body mechanics, Environmental barriers, Pain, Patient interviewing, Gait analysis – normal gait and gait deviations.
2. Patient Care Interventions: Transfers, Bed mobility, Positioning, ROM, Pre-Gait activities, Gait training with proper fitting of assistive devices, Bandaging/Stump wrapping, Massage, Chest Physical Therapy, Wheelchair mobility/management.
3. Therapeutic Exercise: Stretching, Strengthening, Cardiopulmonary, Balance, Proprioception, PNF, Conditioning, Aquatics, Chest PT (postural drainage, percussion, vibration, breathing exercises & coughing techniques)
4. Application of Modalities/Physical Agents: Thermal agents (paraffin, moist heat, cryocuff, polar packs, ice massage, contrast baths), cervical and pelvic traction (including home and clinic units), hydrotherapy, compression pump, ultrasound (phonophoresis, traditional, and underwater)
5. Safety/Infection Control: Aseptic technique, isolation precautions, OSHA standards
6. Documentation –primarily SOAP format
7. General Overview of Professional Behaviors: Privacy, Confidentiality, HIPAA (basics), Generic Abilities, Patient Rights
8. Performance and instruction of safe body mechanics
9. Recognizing architectural barriers for wheelchair and assistive device management
10. Application of modalities/physical agents including Electrical stimulation (iontophoresis, TENS, interferential, high volt galvanic, NMES, biofeedback, Russian), combined modalities (Ultrasound with E-stim, moist heat with e-stim, etc.).
11. Therapeutic exercise as applied to orthopedic and neurological diagnoses (includes stretching, strengthening, cardiopulmonary, endurance, aerobic conditioning, balance, coordination, proprioception, PNF, aquatics, conditioning and reconditioning, transitional movements, development sequencing, etc.)
12. Pre-gait activities/developmental sequence
13. Functional ADL Training using adaptive equipment
14. PNF for neurological and orthopedic conditions
15. Pain management
16. Documentation of all of the above procedures
17. Total rehabilitation programs - the student has received instruction in theory and skills necessary to carry out a plan of care related to the following conditions:
 - a. Tissue repair, inflammation, infection
 - b. Cardiovascular conditions - MI and CAD, amputations, lymphedema
 - c. Pulmonary conditions - COPD, CF, other pulmonary system conditions
 - d. Pediatric conditions - CP, Autism, MD, Down Syndrome, Spina Bifida
 - e. Neurological conditions - Parkinsons, MS, GBS, ALS, TBI, SCI, CVA, CP, neuropathy
 - f. Musculoskeletal conditions - arthritis, bone/joint/ligament/soft tissue conditions
 - g. Endocrine conditions and obesity - diabetes
 - h. Geriatrics - dementia and other related conditions of the elderly
 - i. Oncology - cancer and related conditions
 - j. Pre/post-partum care, women's health care
 - k. Integumentary system conditions - burns, wounds, skin conditions and related care

All students have performed skill checks with performance assessment by an instructor for the following:

Patient care: Vital Signs (BP & HR), Bandaging, Patient/Caregiver Education, ROM

Goniometry/MMT of Hip, Knee, Ankle, & Foot, Shoulder, Elbow, Wrist, & Hand, Cervical, Thoracic, & Lumbar Spine

Modalities - Hot/Cold Pack, Contrast Bath, Ultra Sound, Traction, Compression, Interferential, TENS, Iontophoresis, NMES

Neuro Ther Ex: PNF interventions, sensorimotor techniques, transitional movements, use of developmental positions

Therapeutic exercise of the following areas: Shoulder, Scapula, Elbow, Forearm, Wrist, Hand, Hip, Knee, Foot, Ankle; Spine and Trunk Stabilization & Flexibility

Functional mobility: Bed mobility activities, Transfer Activities, Gait training, Assistive Device Fitting, Balance activities

Students are required to be CPR certified before beginning clinical practice.

The clinical instructor may teach the student a skill or treatment intervention that has not been presented and practiced in the academic setting. However, the clinical instructor is responsible for determining if the student is safe in applying the procedure to a patient within this clinical setting, and abiding by the appropriate state and federal laws governing the procedure to a patient within this clinical setting, and abiding by the appropriate state and federal laws governing the profession.

Teaching methods in this course include staff discussions, demonstrations, hands on practice, projects, role playing and practice, case studies, in-services, interprofessional collaboration, observation of other healthcare professionals, attendance of staff meetings and conferences, and participation in community service activities.

Plan of Instruction

Week	Topic
Weeks 1-6	<p>The student should, under the appropriate supervision of a qualified clinical instructor and the ultimate supervision of the licensed PT:</p> <ol style="list-style-type: none"> 1. Implement treatment programs for patients with varied diagnoses 2. Perform appropriate billing practices. 3. Function as a team member in patient care situations 4. Discuss cases, policies and procedures with appropriate team members 5. Utilize facility resources 6. Participate in appropriate patient care, staff meetings, in-services, etc. 7. Present an in-service to the staff. <p>Student should be exposed to patients with varying diagnoses, with attention to the relationships between diagnosis, treatment plan, progression, indications, contraindications, etc. Emphasis should be placed on safe and appropriate practice of those skills already presented in the classroom and described previously (gait, transfers, massage, modalities, therapeutic exercise, etc.).</p> <p>Each clinical instructor should use his/her own judgment in determining the level of supervision needed for the student during this clinical experience. It is imperative that the students are free to ask and respond to appropriate questions. If the clinical instructor educates the student on a treatment method that has not been presented and practiced in the academic setting, the CI is responsible for defining the level of competence for the student as well as determining if the student is safe to utilize the new skill on a patient.</p> <p>The student has successfully passed formal instructor competency checks for the following skills: Vitalsigns (HR & BP), transfers, assistive device fitting, gait training, bandaging, goniometry & MMT of the hip, knee, ankle, foot, shoulder, elbow, wrist, hand & cervical, thoracic and lumbar spine, hot/cold packs and ice massage, ultrasound, traction, compression, PNF stretching, strengthening and other interventions, chest PT and breathing exercises, interferential stimulation, TENS, iontophoresis, Russian stimulation, NMES, therapeutic exercises for shoulder, scapula, elbow, forearm, wrist, hip, knee, foot, ankle, spine & trunk, movement transitions, developmental positions, transfer activities, gait skills, balance activities, & patient/caregiver education.</p> <p>Faculty/Facility/Student Communication: The ACCE is available by calling (573) 897-5336 at any time if there are any questions or concerns on the part of either the student or the CI. It is expected that both will contact the ACCE to discuss any issues as soon as they arise, so that they may be dealt with promptly and appropriately. ACCE or other academic faculty member will attempt to contact each student and clinical instructor approximately mid-way through each clinical rotation to discuss performance as well as the student’s adjustment to the clinical environment. Site visits may also be conducted when appropriate and feasible.</p> <p>Requirements:</p> <ol style="list-style-type: none"> 1. Full-time attendance: contact ACCE if there is difficulty getting in sufficient hours either due to facility/CI schedule or student absences. Students work the schedule established by the CI. 2. Weekly journal: answering generic abilities questions; self-assessment of the week interactions, emotions, opinions, ideas, questions, concerns. 3. Final student performance evaluation - completed and signed by CI. 4. Competency Clinical Competency Checklist - completed and signed by CI. 5. Student evaluation of clinical experience, clinical instruction, and academic preparation - signed by CI. 6. Student Time sheet - accurate work hours; signed by student and CI. 7. Clinical Instructor profile if applicable - completed by CI. 8. Student Objectives - signed by CI. 9. In-Service - signed by CI and submission of copy of any handouts provided. <p>* All items required for this class are MANDATORY meaning that failure to turn in even one assignment can result in an “Incomplete” grade for this class.</p> <p>ALL FORMS MUST BE FILLED OUT COMPLETELY! IF ANY INFORMATION IS MISSING (name, date, etc.) POINTS WILL BE DEDUCTED! See Grading Rubric.</p>

*****NOTE: The Student Performance Evaluation is to be returned to the ACCE in the sealed envelope. It is preferred that the CI sends it with student as long as the envelope is sealed with CI signature across back of envelope. All other paperwork/forms need to be returned to ACCE in a neat, organized fashion. All documentation is due the first day the students return to campus for class.**

The instructor may change or modify the plan of instruction as needed.