

# **PTA CLINICAL MANUAL**



**HINDS COMMUNITY COLLEGE  
PHYSICAL THERAPIST ASSISTANT PROGRAM  
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JACKSON, MS 39204**

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## PREFIX

We appreciate you, as clinicians, taking on the responsibility of helping our PTA students grow and learn in a clinical environment. We recognize the time and effort that is involved in any clinical and especially when you already have a busy and often hectic clinic schedule of your own. We feel that we have excellent clinicians and that the number of clinical sites afford our students a large variety of experiences. The students always come back more excited about our profession and their prospects in practicing in the types of clinics in which they were mentored.

The students should have with them their MACS and the required assignments that they need for each of their clinicals. They are to meet with you early during their rotation and discuss how to get these done that best suits your environment and needs, as well as fulfilling their requirements. Their assignments include a Discharge Planning Conference, Office Procedures (billing, records, equipment, etc.), and a Case Study. All three will need to be done but only 1 at each clinic site.

***Should you have any problems or difficulties, please feel free to call Angie Burt @ 601-376-4837 or Pam Chapman @ 601-376-4825.***

### **MISSION OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

To provide the necessary didactic, laboratory and clinical experiences to enable the student to become a competent and skilled practitioner who provides caring and reliable treatment under the supervision of a physical therapist.

### **GOALS OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

1. The student will be provided with sequenced learning experiences to foster understanding of appropriate skills and roles in the health care setting.
2. The student will be provided with experiences to enhance verbal and non-verbal communication in the health care setting.
3. The student will be provided with experiences to enable the student to be a competent health care provider under the supervision of a physical therapist.
4. The student will be provided with an environment conducive to learning both academically and clinically.
5. The student will be provided with a variety of clinical facilities to enable sufficient exposure to all areas of practice.
6. The student will be provided with special activities to promote the development of social, professional and leadership skills.

## **HISTORY**

Hinds Community College began in 1917 as a small agricultural high school and now is one of the most progressive post-secondary educational institutions in the state. It has multiple campuses, six in all, with one being the Nursing/Allied Health Center. It services the Warren, Rankin, and Hinds County areas.

The Nursing/Allied Health Center is located in the Jackson metropolitan area, next to Central Mississippi Medical Center. This campus houses nine allied health programs.

The Physical Therapist Assistant Program admitted its first class of thirteen students in June of 1993 who graduated in July of 1995. The program now admits twenty five students each August with anticipated graduation within two years. The program received Initial Accreditation from the Commission on Accreditation for Physical Therapy Education in November 1995.

### **ASSOCIATE OF APPLIED SCIENCE PHYSICAL THERAPIST ASSISTANT PROGRAM**

The Physical Therapist Assistant program has specific admission criteria that must be met before the potential student is admitted into the program. The Physical Therapist Assistant Program is structured to prepare individuals with the knowledge and skills needed to effectively provide treatment and testing of physical therapy patients. The students have both classroom and clinical components in their curriculum. Students are trained in a variety of exercises, modalities, and other treatment protocols in the laboratory component and in the clinical settings themselves. The combination of classroom, laboratory, and clinical experiences allows the students to be able to associate theory and critical thinking to actual clinical practices.

Once the students have successfully completed the program, they will earn the Associate of Applied Science degree in the Physical Therapist Assistant program.

## **HINDS COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM PHILOSOPHY**

### **THE FACULTY BELIEVES THAT:**

**MAN** functions interdependently with others and has the right to participate actively in all plans and decision which will ultimately affect him; each individual is both like and different from all others, possesses intellect and free will, is capable of self-direction, and is responsible for his own behavior he shares with his fellow man the basic needs and adaptive mechanism as well as certain commonalities in growth and development; the life goal of each individual is fulfillment of self with development of one's potential to the degree which meets his needs.

**EDUCATION** is a process by which learning occurs and a positive change in behavior follows. Learning is dependent on individual abilities, needs, and motivations and takes place more readily if it is goal oriented.

The **LEARNER** is an individual who cooperatively and interdependently strives to achieve educational goals. The individual's learning is influenced by previous life, educational and work experiences.

The **TEACHER** is a competent practitioner to guide the learner and direct activities to meet behavioral objectives; a resource person in helping students learn to think and problem solve; an organizer/manager who plans and coordinates meaningful learning experiences; a motivator in sharing experiences which stimulate the student to transfer theory to practice; a diagnostician who helps students identify their strengths and weaknesses related to learning needs; an evaluator who exercises judgment in evaluating the competency of students in both theory, laboratory and clinical practice.

**CLINICAL PRACTICE** involves assessment, planning, and intervention and is directed toward advancing the competency of the student's skills in the prevention, maintenance and restoration of function to the highest level possible.

**PHYSICAL THERAPY EDUCATION** is a planned process that utilizes principles of learning to assist the individual to develop competence as a member of the healthcare delivery system. This process is facilitated when it proceeds from simple to complex, is unified, relevant, goal-directed and based on problem solving approaches. The curriculum is most effective when it includes a balance of general education and physical therapist assistant courses. Application of theory in the clinical setting is an

*essential element of the physical therapist assistant courses. The physical therapist assistant program is offered in the community college setting and includes a heterogeneous group of students with no restrictions related to age, sex, race, marital status, socioeconomic levels or religion.*

*The Hinds Community College Physical Therapist Assistant **GRADUATE** is prepared to perform appropriate physical therapy skills using principles of physical, biological, and social sciences. This graduate is a generalist who provides direct care under the supervision of a physical therapist to patients in a variety of health care settings. There is a variation in the degree of skill of each of the graduates of the program due to differences in personal attributes and experiential backgrounds. The graduate is prepared to write the NPTE for the PTA.*

## STUDENT PREREQUISITES FOR CLINICALS

**STUDENT INFORMATION:** Student clinical information, educational information, and health information can be shared with clinical educators if requested and with the permission of the student.

**STUDENT COMPETENCIES:** Students must demonstrate competencies in specific skills and knowledge by passing laboratory testing of the skills as well as passing the classroom coursework itself. Students must pass these in order to advance to the next level of skills/knowledge. Students who do not pass these competencies will not be allowed to participate in clinical education experiences.

Students will have successful completion of the following courses before going to the specific clinicals.



**PRIOR to CLINICAL EDUCATION I**

Successful completion of the following courses:

BIO	2513	Human Anatomy & Physiology I
BIO	2511	Human Anatomy & Physiology Lab
BIO	2523	Human Anatomy & Physiology II
BIO	2521	Human Anatomy & Physiology Lab II
MAT	1313	College Algebra
ENG	1113	English Composition I
PSY	1513	General Psychology
SPT	1113	Oral Communications
PTA	1111	Health Care Experience I
PTA	1151	Health Care Experience II
PTA	1132	Essential Strategies for PTA
EPY	2533	Human Growth & Development
PTA	1123	Fundamental Concepts of Physical Therapy
PTA	1213	Fundamental Skills for PTA
PTA	1314	Kinesiology
PTA	1324	Therapeutic Exercise I
PTA	1225	Therapeutic Modalities
PTA	2413	Clinical Education I
PTA	2235	Electrotherapy
PTA	2523	Physical Therapy Seminar

**PRIOR to CLINICAL EDUCATION II, III, and IV**

Successful completion of the above courses PLUS:

PTA 2513	Medical Conditions & Related Pathology
PTA 2333	Therapeutic Exercise II

NOTE: Our students bring the following to the clinic in the Student's MACS.

<b>Negative Drug Screen and verification on file</b>	<b>Hepatitis B series or declination on file</b>
<b>Complete physical form on file</b>	<b>Current CPR card on file</b>
<b>Liability insurance verification on file (school)</b>	<b>Background Clearance performed/passed</b>

## THE CLINICAL INSTRUCTORS

May be a PT or PTA with a current MSBPT issued license in good standing. Works collaboratively with the physical therapist to supervise physical therapist assistant students if the clinical instructor is a PTA. They also must express a desire to supervise and educate students. The program faculty encourages all clinical instructors to complete the continuing education program to achieve Center Coordinator of Clinical Education or Clinical Instructor designation.

### **Criteria for Clinical Site Instructors:** The Clinical Site Instructors:

1. Should have one year of experience in the area of practice that the supervision of students will occur.
2. Will uphold the ethical and legal standards of the profession.
3. Understand and practice regulations governing the practice of physical therapist assistants.
4. Are willing to participate in evaluation of the program, its students and the site itself.
5. Show a willingness and desire to supervise students.
6. Utilize effective verbal and nonverbal communication.

### **PTA MACS:**

1. The Physical Therapist Assistant Mastery and Assessment of Clinical Skills evaluation tool is inclusive of all clinical skills that essentially define the role and responsibilities of the Physical Therapist Assistant. At a PTA level, it stays within legal practice boundaries and those guidelines provided by the American Physical Therapist Association.
2. Each student will be provided with a manual, and clinical sites will have access to a manual for reference. Instructions for appropriate use of the PTA MACS to be utilized on each clinical affiliation are included in the manual.

## HIPAA AND PATIENT RIGHTS

**The Right to Be Treated with Respect:** All patients, regardless of their means or health challenges, should expect to be treated respectfully and without discrimination by their providers, practitioners, and payers.

**The Right to Obtain Your Medical Records:** The HIPAA Act of 1996 provides patients in the United States a right to obtain their medical records, including doctors' notes, medical test results and other documentation related to their care.

**The Right to Privacy of Your Medical Records:** The HIPAA Act also outlines who else, besides you (the patient), may obtain your records, and for what purposes. Patients are often surprised about who has these rights. Access may be denied to people you might think would have access. Improper access has consequences.

**The Right to Make a Treatment Choice:** As long as a patient is considered to be of sound mind, it is both his right and responsibility to know about the options available for treatment of his medical condition and then make the choice he feels is right for him. This right is closely associated with the Right to Informed Consent.

**The Right to Informed Consent:** No reputable practitioner or facility that performs tests, procedures or treatments will do so without asking the patient or his guardian to sign a form giving consent. This document is called "informed consent" because the practitioner is expected to provide clear explanations of the risks and benefits prior to the patient's participation, although that does not always happen as thoroughly as it should.

**The Right to Refuse Treatment:** In most cases, a patient may refuse treatment as long as he is considered to be capable of making sound decisions, or he made that choice when he was of sound mind through written expression (as is often the case when it comes to end-of-life care)

## PHYSICAL THERAPIST ASSISTANT REGULATIONS

According to the regulations governing licensure of Physical Therapists and Physical Therapist Assistants provided by the Mississippi Board of Physical Therapy, the definition of a Physical Therapist Assistant (PTA) is as follows:

**Definition:** The Physical Therapist Assistant is a health care worker who assists a Physical Therapist in the provision of Physical Therapy services under the supervision of the Physical Therapist. The Physical Therapist Assistant may perform Physical Therapy procedures and related tasks that have been selected and delegated by the supervising Physical Therapist, but shall not perform the following Physical Therapy activities:

- Interpretation of referrals
- Physical Therapy Initial Evaluations and Re-evaluations
- Identification, determination or modification of Plan of Cares, including goals and treatment programs
- Final Discharge Assessment/Evaluation or establishment of the Discharge Plan
- Therapeutic techniques beyond the skill and knowledge of the Physical Therapist Assistant

Please refer to Section of “Regulations Governing Licensure of Physical Therapists and Physical Therapist Assistants” found on the Mississippi Board of Physical Therapy Website. This pertains specifically to Physical Therapist Assistants and supervision of PTAs in various settings.

The educational structure of the program allows the student to be able to integrate principles of Physical Therapy in such a way that he/she should be able to not only carry out specific aspects of patient treatment as delegated by Physical Therapists, but to be capable of handling his own patient load upon entering the full-time clinical affiliations under the supervision of a Physical Therapist.

- \* The situation is predictable and the consequences of an action are not perilous.
- \* The stability of the situation is great and dramatic change is unlikely to occur.
- \* The observability of basic indicators of problems with the patient is immediately apparent and readily experienced.
- \* Basic indicators of problems with the patient are clear and unambiguous and the indicators are not easily confused with other phenomena.
- \* The consequences of an inappropriate choice of goals or methods will not seriously endanger the patient.

It is always to the Physical Therapist's discretion, upon evaluation of the patient, which aspects of patient care he/she chooses to delegate to the Physical Therapist Assistant. The curriculum provided by Hinds Community College is designed and implemented so that expected performance of the Physical Therapist Assistant remains within appropriate treatment boundaries. The curriculum is also designed to provide content that reflects appropriate delegation.

The education structure of the program allows the student to be able to integrate principles of Physical Therapy in such a way that he/she should be able to not only carry out specific aspects of patient treatment as delegated by a Physical Therapist, but to be capable of handling his own patient load upon entering the full time clinical affiliations under the supervision of a Physical Therapist.

### **SUPERVISION OF A STUDENT PHYSICAL THERAPIST ASSISTANT (SPTA)**

The purpose of this is to explain the supervision requirement for a clinical instructor of a student enrolled in a Physical Therapist Assistant program either by a Physical Therapist or Physical Therapist Assistant in a clinical setting.

Either a PT or PTA can be the Clinical Instructor (CI) of a Student Physical Therapist Assistant (SPTA) as long as they have been employed for more than one year prior to the beginning of the clinical rotation of the SPTA. They also must have graduated from an accredited PT or PTA educational program.

Understanding that a PTA must have a supervisory PT, according to the Mississippi Licensure Regulations, the SPTA will receive the same intervals of supervisory visits being with a PTA, if their CI is a PTA. If their CI is a PT, they must also receive supervisory visits, as established in the regulations as a PT supervising a PTA.

Concerning skills that require the supervision of a PT, these would be supervised through proper communication or “direct on-site” supervision between the PT and PTA (therefore the SPTA). It is the PT’s professional judgment to delegate those patients appropriate for the SPTA or to the PTA that could be appropriate for the SPTA.

### RESPONSIBILITIES OF THE STUDENT

- Prior to each clinical rotation, the student will call and write the facility to notify the Clinical Instructor of the date and time of his/her arrival, as well as obtain any pertinent information regarding the first day of his/her rotation.
- Upon arrival of the clinical site the first day, the student will provide/discuss with the Clinical Instructor with the following information:
  - a. Personal learning objectives for the clinical education experience at the facility
  - b. Competencies/checkoffs completed in the academic setting
  - c. Copy of health requirements
  - d. Copy of Student Evaluation Form for Clinical Instructor (in your MACS)
  - e. Copy of Clinical Facility Evaluation Form (in your MACS)
  - f. Copy of Clinical Instructors Behaviors Evaluation Form (in your MACS)
  - g. Copy of requirements of the PTA MACS for the specific rotation
- The student has other responsibilities related to school policy, educational requirements, and clinical facility policies.
  - a. School Policy. The student will:
    - 1) Adhere to the dress code for clinical rotations as specified by Hinds Community College unless the clinical facility requires another mode of dress. A Hinds Community College name tag is required.
    - 2) Provide adequately for personal expenses, housing, maintenance, and transportation to and from facility, but will welcome any assistance the clinical education site may provide.
    - 3) Provides his/her own liability insurance (covered under school policy)
    - 4) Accepts financial responsibility for his own illness and off the job injuries
  - b. Attendance: **MANDATORY** for each clinical day. The student will:
    - 1) Arrive on time every day to the clinical facility.
    - 2) **Immediately** call the clinical instructor early in the morning if he/she is going to be late or absent for clinic.

- 3) Immediately call the Academic Coordinator of Clinical Education or Program Director if he/she has to be absent from the clinical rotation and state the reason.
- 4) Make up any missed time at the clinical facility's convenience and/or CI's convenience.

c. Educational Requirements: The student will:

- 1) Acknowledge awareness of and willingness to comply with the terms of the clinical education agreement between Hinds Community College and the clinical facility as they relate to the student.
  - 2) Complete all evaluation forms, review them with the Clinical Instructor, and return them to the Academic Coordinator of Clinical education within three (3) working days following the clinical rotation.
  - 3) Provide accurate and objective information concerning the opportunities and offerings of each clinical education facility.
  - 4) Abide by the rules of the clinical facility and the Code of Ethics of the American Physical Therapy Association.
  - 5) Complete any specific requirements as part of the clinical education course.
  - 6) Accept and request supervision by a Physical Therapist and/or designated Physical Therapist Assistant at all times
  - 7) Respect patient's rights of confidentiality and privacy in all patient related activities
  - 8) Provide for patient and personal safety at all times.
  - 9) Communicate with clinical instructor on a regular basis to discuss specific educational requirements of Hinds Community College Physical Therapist Assistant program for the clinical rotation as well as ongoing student performance in the clinical setting.
- Communicate with the Academic Coordinator of Clinical Education or PTA Chairperson, in addition to the CI prior to the beginning of the work-day as needed, but especially if you are going to be tardy, late, or absent prior to the beginning of the clinic. If there are specific concerns or problems with the clinical and cannot be worked out with the Clinical Instructor, contact the ACCE or PTA Chairperson.



### OTHER STUDENT RESPONSIBILITIES

1. Below is a list of responsibilities expected in order to ensure safe patient care and a quality learning experience. These are basic responsibilities to serve as a guide; your Clinical Instructor may request more specific ones of you. It is your responsibility to:
2. Familiarize yourself with the job description of a PTA at your clinical facility.
3. Take daily responsibility for planning and providing patient treatments. This would include any research or review necessary to understand the patient's diagnosis or medical status. This also may involve discussion with nursing staff or other team members.
4. Complete all documentation as soon as possible. Progress notes should be written immediately following the treatment; by the end of the day is required.
5. Read the patient's chart before their treatment to rule out any contraindications. Be sure to read the order sheets, doctor's notes, progress notes, and any other section of the chart for information (i.e., radiology reports, lab reports, etc.) which may identify a contraindication or caution. If you have any doubt, consult your CI.
6. **Provide patient safety at all times.** If you have any doubt that you may need help, **ASK!**
7. Set up a daily feedback time to discuss any concerns or problems with your CI.
8. Do extra reading or research related to the area of your clinical facility or specialty. Use all resources available to you, rather than relying solely on your CI.
9. If you are asked to do an inservice or presentation for your clinical facility, set up the subject, date and time for it early in your clinical rotation.
10. You are responsible for your own transportation to and from your clinical facility. Your clinical site may differ from your clinical facility. For some clinical affiliations, you may have to travel to the clinical facility, then go with your CI to the clinical site that you will work at (i.e., an outpatient clinic that contracts to a nursing home; you will meet at the outpatient facility, then travel with the CI to the nursing home). [You cannot deduct these miles on your taxes.]

## RESPONSIBILITIES OF THE CLINICAL INSTRUCTOR

The Clinical Instructor should:

1. Plan, supervise, and coordinate the clinical education experience for the assigned student during the clinical rotation.
2. Instruct, evaluate, and counsel the student.
3. Orient the student to the facility and department, including, but not limited to:
  - a. Policies and procedures
  - b. Regulations
  - c. Administrative structure
  - d. Personnel roles and responsibilities
  - e. Physical Therapist Assistant job description
  - f. Special dress requirements
  - f. Emergency Evacuation Procedures
4. Discuss with the student specific educational requirements of the clinical facility rotation.
5. Ascertain student's needs, taking into consideration personal goals and other related scheduled clinical experiences.
6. Arrange special education activities for the student, as available, such as attendance at departmental meetings, medical rounds, specialty clinics, surgery, etc.
7. Schedule time for regular conferences with the student for discussion of patient care activities, special projects, and any patient-related or professional problems.
8. Plan, supervise, and coordinate the center's educational program for students.
9. Schedule time for formal conferences throughout the clinical rotation for discussion of evaluation of student's performance in the clinical setting (no less frequent than mid-term and final).
10. Evaluate student performance and achievement levels in accordance with the criteria established by the clinical education provided by Hinds Community College.
11. Communicates by phone or site visit with the Academic Coordinator of Clinical Education for Hinds Community College to report student progress and discuss any problems or questions that may arise during the clinical rotation.
12. Provide the student with a safe, hazard-free working environment.

**RESPONSIBILITIES OF THE ACADEMIC COORDINATOR OF CLINICAL EDUCATION FOR HINDS COMMUNITY COLLEGE**

1. Counsels students on a personal basis and offers support and assistance when needed.
2. Assists the student in obtaining maximal comprehension and benefit from the clinical performance evaluation.
3. Assesses the student's performance by developing adequate evaluation devices and feedback methods.
4. Evaluates the clinical facility sites in order to assure relevant clinical educational experiences for the student.
5. Maintains periodic contact with the clinical facilities through site visits, mail, or telecommunications in the student's interests as well as in the interests of developing and maintaining relationship with clinical faculty.
6. Maintains a current record of clinical site information and other background materials that the student may need in choosing clinical education sites.
7. Accepts responsibility for scheduling the student's clinical education experiences with input from the intern.
8. Discusses with the student the criteria for evaluation for the facility and makes available a Clinical Facility Evaluation form.
9. Assists the student with any problems that may arise during the clinical education experiences, including addressing the problem itself and relocating student if needed.
10. Provides the student with general information about the clinical education program in terms of philosophy and educational objectives.
11. Provides the intern with general information on available job opportunities.
12. Provides information to clinical sites in the form of written communication or an inservice upon request as related to the Physical Therapist Assistant profession or to the educational program itself.
13. Visits/calls the centers as deemed necessary to maintain good communication and address any concerns or problems.

## **EVALUATION TOOLS**

### **PTA MACS**

The Physical Therapist Assistant Mastery and Assessment of Clinical Skills (PTA MACS) evaluation tool covers all clinical skills that define the role of and the responsibilities of the Physical Therapist Assistant. It stays within the legal practice boundaries and those guidelines provided by the APTA.

Each student has a manual and the clinical instructors will be able to access the manual for reference. Instructions are given verbally on its use by the ACCE/CCCE. Instructions are also given to the students by the ACCE for the specific number of activities required to be done in the PTA MACS for each clinical.

### **EVALUATION OF THE STUDENT BY THE CLINICAL INSTRUCTOR**

The Student Evaluation form in the MACS is graded using a subjective rating scale of 1-5 for each item performed. The clinical instructor will review the completed form with the student, both will sign, and the student will bring the copy back to school and return it to the ACCE.

### **EVALUATION OF THE CLINICAL INSTRUCTOR BY THE STUDENT**

The student will evaluate the Clinical Instructor using a subjective rating scale of 1-5 for each item. The student will discuss the form with the clinical instructor and bring a copy back to school and return it to the ACCE.

### **EVALUATION OF THE CLINIC BY THE STUDENT**

The student will evaluate the clinical setting itself using a subjective rating scale of 1-5 for each item. The student will discuss the form with the clinical instructor and bring a copy back to school and return it to the ACCE.

### **NOTE ON EVALUATING**

Evaluations should be performed at mid-clinical and at the end of the clinical. Feedback to the student on issues that need be corrected/modified should be as soon as possible so the student can correct or improve the manner in which it was performed. In this way, the student can work on deficits seen early in the clinical rotation. Clinical Instructors should note any problems that they have observed and direct the student so he/she can correct the problem and improve on the skill. Likewise, the student should also ask the Clinical Instructor for assistance or clarification should there be any uncertainty on what needs to be done or why there was a problem with the manner in which it was performed. If issues cannot be resolved during these meetings, the Clinical Instructor and/or student should contact the ACCE or program chairperson.

## METHODOLOGY OF GRADING

### GRADING SCALE FOR MACS:

A (+)

B (✓)

F (NE or NI)

### GRADING SCALE FOR COURSE:

A 93-100

B 85-92

C 80 – 84

F Below 80

Any student scoring 80 or below MUST have a conference with the instructor. Midterm and final grades will be posted on My.Hinds at [www.hindscc.edu](http://www.hindscc.edu). Students should refer to the College Catalog or college website for instructions on how to log into the My.Hinds site.

### METHOD OF EVALUATION:

Clinical Evaluation	40%
BLUE MACS	40%
Assignments	20%

At each clinical, the student MUST have ALL 11 Professional Behaviors in Section I and #s 12 – 15 in Section II assessed/rated. If the student does not meet this requirement, student will receive an “Incomplete” for that Clinical.

Students should have a minimum of 20 skills assessed/rated in Sections III – VI. If the student does not meet this requirement; student will receive an “Incomplete” For that Clinical.

**ASSIGNMENTS FOR  
CLINICAL EDUCATION I**

- 1. The student will do a Case Study on a particular injury, condition or disease and treatment course. The paper should include but not be limited to the following:**
  - a. Typed, double spaced
  - b. Title page
  - c. Bibliography page
  - d. Body 2 - 3 pages
  - e. Provide a complete description of the injury, condition or disease.
  - f. Describe the patient's actual course of condition (diagnosis, pharmacology, conservative alternatives).
  - g. Describe Physical Therapy's intervention throughout patient's course of treatment.
  
- 2. You will keep a Daily Journal. This can be a spiral notebook or other small notebook. The Journal entries should include but not be limited to:**
  - a. Descriptions of any piece of equipment in the facility (PT department) that you have not used in lab. Tell what this equipment is used for, how and how often.
  - b. Description of treatments that you are unfamiliar with. What is the treatment, what is the purpose of the treatment, etc...?
  - c. Description of treatments that are done differently than how you were taught. How are they different and what is your instructor's reason for doing it differently.
  - d. Description of any illness, surgery or injury you have not heard of before in class or lab. Details of what it is and how it is treated
  
- 3. Write three SMART Goals for this clinical setting.** Goals must be measurable and specific to this internship. You must describe precisely how you plan to meet each goal. Your completion date will need to be during your last week at this first clinical.

**ALL EVALUATIONS AND ASSIGNMENTS ARE DUE THE MONDAY FOLLOWING CLINICALS!**

## **FIVE-WEEK CLINICAL EDUCATION ASSIGNMENTS**

The student is required to complete one of the following assignments in each of their three five-week clinical experiences. The student, with the advice from the clinical instructor, may choose which assignment to do at each rotation. All three assignments must be done and each assignment will be turned in to the class instructor the last day of the clinical rotation. The student is also required to do an inservice on a topic chosen by the clinical instructor.

**Data Collection & Pharmacology** assignment as noted in Syllabus and will be available on Canvas.

### **In-Services (Two required but if your Clinical Instructor wants one done, you are expected to comply.)**

This can be on a patient case study, a piece of equipment, a procedure in physical therapy, etc. This is to be something with which the student is unfamiliar. It cannot be a topic or patient type that you have researched or presented before in this PTA program. It must be approved by the clinical instructor beforehand.

### **Notebook/Journal**

1. The student is required to keep a journal including but not limited to the following information:
2. Document practice, procedure or equipment not familiar to you.
3. Document any new terms.
4. Document procedures done that were different from what you were taught and give personal review of the differences.
5. Document personnel patient care communication that was note-worthy.
6. Document personnel communication with staff members that was note-worthy.
7. Document experiences that are new or difficult or troubling or rewarding to you.

**ALL EVALUATIONS AND ASSIGNMENTS ARE DUE THE MONDAY YOU RETURN TO CAMPUS!**

### **COURSE OBJECTIVES:**

Following the successful completion of this course, the student/learner will possess skills in the following domains to:

#### **Cognitive/Knowledge**

1. answer questions regarding and verbalize adequate knowledge of foundational anatomy
2. answer questions regarding and verbalize adequate knowledge of patient assessment techniques
3. answer questions regarding and verbalize adequate knowledge of treatment intervention techniques
4. 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. 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
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, sensory tests, and vital signs measurements
3. 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 on patients
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 performance of 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

### **Affective**

1. demonstrate initiative by arriving early each day and arriving prepared
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. demonstrate time management skills
6. use "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

**Hinds Community College**  
**Physical Therapist Assistant Program**  
**Clinical Education Disciplinary Policy**

Although it is presumed that all physical therapist assistant learners exercise maturity and sound judgment in the process of becoming productive members of the health care community, there are occasions when it becomes necessary to address matters of conduct and discipline. In the event that disciplinary action becomes necessary, the program faculty will exercise fairness, utilizing progressive discipline when possible.

The type of disciplinary action taken will depend on the seriousness and nature of the offense, and the student/learner's history of problems.

**Disciplinary action may include one or more of the following:**

1. Verbal counseling when the infraction is relatively minor or a first offense.
2. Written warning will become a part of the student/learner's permanent file when verbal counseling fails to achieve the desired change in behavior.
3. Removal from the clinical site when previous disciplinary actions fail to produce desired changes in behavior, or conduct presents a danger to self and others.

**Remember, the aim is to promote those behaviors, which best serve the needs of patients, the health care institution and the community.**

**THE FOLLOWING ARE CONSIDERED JUST CAUSE FOR DISMISSAL FROM CLINICAL EDUCATION:**

- Unprofessional or unethical behavior on the part of the student/learner in accordance with professional guidelines or Code of Ethics as defined by the profession
- Failure on the part of the student/learner to meet any necessary academic requirements
- Criminal activity within the clinical site or hospital
- Use of alcohol, drugs or other toxic or foreign agents, which tend to limit or adversely affect the student/learner's duties and responsibilities
- Any behavior which violated a hospital/clinical site regulation and/or resulting in denial by the hospital/clinical site of clinical privileges
- Action which knowingly endangers the health or well-being of the patient, student/learner, or hospital personnel or visitor
- Vandalism or abuse of clinical equipment

**When a student/learner is removed from a clinical education site, he or she may be dismissed from the education program.**

**Due Process and Grievance Procedure**

Please refer to the college's student handbook for an explanation of student due process procedures. The procedures applicable to campus activities are also applicable to physical therapist assistant program clinical education.

**Disciplinary Action Form**

**Program of Study:** Physical Therapist Assistant

**Student/Learner:**

**Faculty Member:**

**Meeting Date:**

**Nature of offense:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Written Warning:**

This offense was originally discussed with you on \_\_\_\_\_. Recommended changes in behaviors or actions have not been demonstrated.

This copy serves as your written notice that the desired effect has not yet been achieved. Failure to produce the agreed upon change(s) within will result in your removal from the clinical education site.

Student/learner Name: \_\_\_\_\_

Faculty Member: \_\_\_\_\_

Notice Date: \_\_\_\_\_

*A copy of this page is to be retained by both the student/learner and the Program Coordinator or his or her designee.*