



COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Rehabilitation Techniques

PTHA 2435

NOTE: This is a 16-week course

Heather Davis, PT, MSPT

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

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Course Description:

Integrates previously learned and new skills/techniques into the comprehensive rehabilitation of selected long-term pathologies and orthopedic problems

4 semester hours

Clock Hours:

3 Lec hours/week 48 Lec hours/semester

3 Lab hours/week 48 Lab hours/semester

Prerequisites and/or Corequisites:

Prerequisites: Successful completion of PTA program Year 1. Successful Completion of Clinical 1.

Course Notes and Instructor Recommendations:

Meeting days and times:

Lecture/Lab: T/Th 9:00-4:45

Instructor Information:

Instructor Name: Heather Davis, PT, MSPT

MCC E-mail: hdavis@mclennan.edu

Phone Number: 254-299-8715

Office Location: CSC C200

Office/Teacher Conference Hours: by appointment

Required Text & Materials:

1. O'Sullivan and Schmitz. Physical Rehabilitation: Assessment and Treatment, 5th Edition, F. A. Davis Co., Philadelphia, Pa., 2007.

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

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College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found [here](#) (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

Instructional methods utilized in this course will include lecture, demonstration followed by student performance of specific techniques and skills, discussion groups, group projects, and discovery learning. Audio-visual materials will be utilized whenever possible.

Student learning outcomes will be measured by written exams, quizzes, performance on skills practicals, and student reports and presentations.

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Course Objectives and/or Competencies:

Upon completion of this course, the student will be able to:

Content & Process Objectives

1. Discuss ways to educate the public/patients about issues of health, wellness, and prevention (e.g., benefits of exercise, prevention of falls, etc.)
 - a. Identify PTA scope of practice pertaining to health/wellness education
 - b. Describe ways to identify the need for health/wellness education
 - c. Examine how education needs change based on audience (general public vs. patient population)
 - d. Define and value potential cultural and/or personal beliefs related to health/wellness
2. Construct and Implement an appropriate health/wellness education project
3. Describe the major concerns associated with designing and implementing intervention for patients/clients with cardiovascular disorders
 - a. Describe pathogenesis of selected cardiovascular disorders
 - b. Identify anatomy associated with cardiovascular disorders
 - c. Identify common dysrhythmias associated with cardiovascular disorders
 - d. Describe safe and unsafe indicators for the delivery of physical therapy services
 - e. Identify and describe the impact of common pharmacological management on the delivery of physical therapy services
 - f. Implement an appropriate and safe intervention for a mock patient scenario
4. Determine and Describe the major concerns associated with designing and implementing intervention for patients/clients with pulmonary disorders
 - a. Describe pathogenesis of selected pulmonary disorders
 - b. Identify anatomy associated with pulmonary disorders
 - c. Define chest physical therapy
 - d. Describe and demonstrate the indications/contraindications, procedure and techniques of postural drainage, chest mobilization, breathing exercises and retraining
 - e. Determine and describe the impact of common pharmacological management on the delivery of physical therapy services
 - f. Formulate an appropriate and safe intervention for a mock patient scenario
5. Describe major concerns, indications/contraindications to physical therapy intervention for the following:
 - a. Aging/older adult population
 - b. Diabetes
 - c. Peripheral vascular disease/amputation
 - d. Pediatrics

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- e. Cancer
 - f. Burns
 - g. Pregnancy
 - h. Selected special topics
6. Describe potential treatment strategies and applicable DME for the following:
- a. Aging/older adult population
 - b. Diabetes
 - c. Peripheral vascular disease/amputation
 - i. Orthotics/prosthetics
 - d. Pediatrics
 - e. Cancer
 - f. Burns
 - g. Pregnancy
 - h. Selected special topics
7. Identify common pharmacological intervention used for the given scenarios
8. Discuss potential modifications to interventions based on medication side effects
9. Define wellness as it applies to physical therapy practice
10. Identify ways to implement wellness into practice
11. Develop a community health wellness presentation

Integrative Objectives

12. Given a specific mock patient scenario, evaluate and design appropriate patient/client interventions, integrating knowledge from all previous courses, within the plan of care established by the PT, as they pertain to:
- a. Therapeutic exercise
 - b. Therapeutic activities
 - c. Transfer training
 - d. Gait training
 - e. Balance training
 - f. Selected facilitation and inhibition techniques
 - g. Selected manual therapy techniques
 - h. Biophysical agents
 - i. Patient/client safety
13. Produce a rationale for intervention choices and critique intervention choices for appropriateness using metacognitive strategies
14. Effectively instruct and execute therapeutic techniques, therapeutic exercises and functional training for various patient populations in a safe manner to address specific impairments.

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15. Construct, critique, and Implement an appropriate modification to intervention based on patient response in real time
16. Formulate, using metacognitive strategies, self-performance, patient response to intervention, and effects of modifications needed, from the mock patient scenario
17. Demonstrate effective communication techniques to:
 - ensure patient understanding of the specific intentions and goals regarding specific intervention techniques & strategies,
 - processes & procedures of intervention techniques,
 - correct performance of exercises and intervention strategies.
 - and attain informed consent with all components necessary.
18. Demonstrate effective documentation skills regarding patient interventions in a manner that meets professional standards and effectively communicates patient status, intervention provided, and response to intervention.
19. Formulate the appropriate billable units and CPT intervention codes for a given treatment session.
20. Demonstrate correct and safe use of selected exercise equipment in accordance with the POC.
21. Value and appreciate the need for a clean and orderly clinic/classroom environment and the relationship to patient safety and effective care.
22. Perform cleaning and basic organizational operations to maintain an orderly lab/clinic working area following cleaning schedules utilizing techniques to ensure cleanliness of equipment and tables according to professional standards.
23. Organize & prepare for lecture and lab sessions by having all pertinent equipment ready, prepped and available, and wearing the appropriate clothes for the planned activities.
24. Receive constructive feedback from faculty and classmates in a positive manner.
25. Value teamwork and the important contribution of each colleague to the learning process.
26. Appreciate working with assigned lab or presentation partners in a positive and constructive manner in order to accomplish tasks.

Course Outline or Schedule:

***** The schedule is subject to change based upon progression or other demands. Students will be notified by either announcement in class or by Brightspace dependent upon which is more proficient. *****

DATE	LECTURE/LAB	READINGS
AUGUST		

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T 25	Health and Wellness	Handouts Provided, APTA Website
Th 27	Older Adult	Handouts Provided
SEPT		
T 1	Cardiopulmonary Unit Cardiac Anatomy/Patho	Ch 3, 15, 16
Th 3	Cardiopulmonary Unit Intro to EKG/ Cardiac Rehab	Ch 3, 15, 16
T 8	Cardiopulmonary Unit Cardiac Rehab Cont. Lab skills	Ch 3, 15, 16
Th 10	Cardiopulmonary Unit Pulmonary Anatomy/ Patho	Ch 3, 15, 16
T 15	Cardiopulmonary Unit Lab Skills	Ch 3, 15, 16
Th 17	Exam 1 Amputation & Prosthetics Unit	Ch 17, 19,25, 31
T 22	Amputation & Prosthetics Unit	Ch 17, 19,25, 31
Th 24	SCI	
TBD	Pediatric Unit	Handouts provided
TBD	Pediatric Unit	Handouts provided
TBD	Pediatric Unit	Handouts provided
TBD	Pediatric Unit	Handouts provided
TBD	Exam 2 Aquatics, Pregnancy, CA & Burns	
	Thanksgiving Break	
CLINICALS	OCTOBER 26- DEC 4	
TBD	Health & Wellness Presentations	Spring
TBD	Skills Exam	Spring
TBD	Final Exam	Spring

SCHEDULE IS SUBJECT TO CHANGE based on guest availability and COVID

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Course Grading Information:

GRADE COMPILATION:

Written Tests (2)	25%
Written Final	15%
Skills Practical	25%
EIP	15%
Health & Wellness	10%
Quizzes & assignments	<u>10%</u>
Total	100%

Grade Requirements: A student must have a combined average of 75% on all course work for this class (written/lab/skills exams, quizzes, assignments, etc. as applicable) **and a student must also have a minimum of 75% on each individual skills practical**, in order to receive a passing grade for this course and progress in the program.

- Any student scoring below 75% on a skills practical will be required to re-take that skills practical.
- A maximum of one skills practical may be repeated one time (one re-take) during the semester for a maximum grade of 75%. (Failure of two skills practicals across all PTHA courses in a given semester will result in the student not being able to progress in the program. Refer to the Student Handbook for details.)
- If a student fails a skills practical, policy requires two faculty graders for the re-take of the skills practical. If a student fails a re-take on a skills practical, it will result in failure of the course with an "F". Failure of the course will prohibit the student from progressing in the program and result in dismissal from the program.
- Students who have failed a skills practical are **REQUIRED** to complete their re-take **PRIOR** to the next scheduled skills practical in the course. Failure to take the re-take prior to the next skills practical in the course will be considered a failure of the re-take and result in failure of the course with a grade of "F".
- It is the **STUDENT'S** responsibility to coordinate scheduling of the re-take by communicating with the primary instructor for the course as well as all other program instructors for options of a second grader. The **STUDENT** is responsible for ensuring that the two-grader re-take is scheduled in plenty of advance of the next skills practical in the course to prevent interference of future performance on upcoming practicals, exams, etc. Faculty have busy and conflicting schedules. If a student is not proactive and waits too long to attempt getting the two-grader re-take scheduled, he/she risks not being able to get the required two-grader re-take scheduled which will result in failure of the re-take which results in failure of the course with a grade of "F". Failing any course in the program prohibits progression/continuation in the program.
- It is the **STUDENT'S** responsibility to select another student to be his/her patient for

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the re-take (due to FERPA laws) and ensure that the selected student is available at the scheduled time of the re-take.

There will be no make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only that have supporting documentation (ie death in family, illness with note from MD, acts of God, etc).

Any student with a course average less than 75% at the end of the semester will not be allowed continue in the PTA program, but may be eligible to re- enter the following year. Please refer to the student handbook for specific eligibility details.

*****Grades that must be greater than 75% to pass the course are deemed so due to critical safety in clinical practice. Critical safety is further addressed in the syllabus in the Lab Skills & Skills Practical section.*****

Any student who receives a D or below for the course may not continue in the PTA program, but may be eligible to re- enter the following year. Please refer to the student handbook for specific details.

Preparation for Lab:

All students must be prepared for lab sessions at all times, and appropriate lab clothing must be worn. Students who do not have appropriate lab clothing will be required to wear a hospital gown or other attire provided by the instructor, or that student will not be allowed to participate in lab. Jewelry that may be worn during lab (although it may need to be removed for certain skills/procedures) includes wedding bands/rings, watch, small chain necklace, or small stud earrings worn in the ear. All other jewelry must be removed prior to lab. Fingernails must be trimmed short and modestly. Good personal hygiene is an expectation both in lab as well as clinical affiliation.

Written Exams:

Information tested on the 2 written exams is cumulative. Each exam will contain approximately 80% not previously tested information and 20% previously tested information. The final exam is comprehensive and will contain information from the entire semester.

- Students are not allowed to have ANY personal items other than a #2 pencil and a scantron at their desk during exams. Students are also not allowed to wear baseball caps during the exam. Examples of personal items include: backpacks, books, purses, computers, phones, food, drinks. If a student has a need for their phone to be on during a test (eg. Sick child), the phone may be placed with the instructor during the exam.

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Skills Practical Assessments:

Proof of completion of lab skills assessments, or check offs, of the skills to be tested will be required prior to taking the skills practical. A student must demonstrate proficiency and competency (**safe, effective, reasonable time**) on each skill. Students may not attempt to check off on a skill with the instructor until they have been "checked off" by a fellow student. All skills covered in lab prior to the skills practical must be checked off prior to the lab practical. Otherwise, it will count as a failure and the student will be required to repeat that skills practical for a maximum grade of 75. Only one skills practical can be replaced with the maximum grade of 75 per semester. Re-takes of a skills practical MUST be graded by 2 instructors. It is the student's responsibility to coordinate times for the re-take. It is also the student's responsibility to find someone to act as their "patient" during the skills re-take. Any re-take must be completed prior to the next regularly scheduled skills exam. If not, the student will receive an automatic zero for the exam.

CRITICAL SAFETY SKILLS:

Demonstrating mastery of specific **critical safety skills** is necessary in order to pass each skills practical. Competency with **critical safety skills** indicates that a student carries out intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Failure to demonstrate mastery of any one of these critical safety skills will require the student to re-take the skills practical for a maximum grade of 75. These skills will be specified on the grade sheet for each skills practical. **Critical safety skills** for this course include:

- Ability to follow and appropriately carry out the POC established by the PT
- Safe implementation of the POC based upon patient diagnosis, status and response to intervention without placing the patient in jeopardy of harm or injury.
- Safe handling of the patient during intervention (ie transfers, guarding during intervention, level of assistance provided, requesting assistance when necessary)
- Ensures a safe working environment by recognizing and eliminating environmental hazards, safe handling of lines and tubes, proper maintenance and adjustment of assistive devices and equipment
- Safe choice and implementation of transfer technique based upon provider and clinician body type and abilities of both patient and provider.

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- Demonstration of knowledge and appropriate response regarding contraindications and precautions for specific patient diagnosis relative to physical therapy intervention within the POC (ie use of modalities, total hip precautions, specific post-surgical precautions, safe versus contraindicated positions for acute TBI and stroke patients; recognition of environmental safety hazards for ambulation)
- Ability to correctly identify physiological measures and responses (BP, HR, blood glucose levels, etc) outside of parameters that allow for safe therapeutic exercise/intervention and provide appropriate response such as adjustment of intervention within the plan of care, withholding intervention and consulting with supervising PT, or immediate notification of the appropriate medical personnel (ie MD, Nurse)
- Ability to recognize patient responses during therapeutic intervention that may indicate a life threatening/emergency condition (shortness of breath, chest pain, sudden dizziness, s/s of blood glucose issues, dysarthria, etc.) and provide proper response and notification of the PT/MD/Nurse

There is 1 skills practical exam in this class. The skills exam is **comprehensive** on all of the material you have learned in the PTA program. Students will be given several scenarios in which they will need to come up with a comprehensive treatment plan based on the POC as well as rational for everything they choose to do in their treatment plan. Students will be expected to address EVERYTHING on the plan of care. This skills exam will have a turn in product as well as the skills practical. The turn in product is worth 50% of the grade total skills practical grade. Students MUST PASS both the written turn in product and the Skills portion with a minimum of 75% EACH in order to receive a passing grade for this exam.

The turn in product will be 2 parts:

Part 1 will be a treatment “flow sheet”. This sheet should be concise enough to fit on 1-2 pages. It will need to include times (how many minutes) you plan to spend on each activity, what type of exercise, what position, duration, frequency, load, parameters for modalities etc. Make it clear enough that someone reading it could treat the patient doing exactly what you plan to do.

This can be in chart format or any format that is **EASY** to read.

Part 2 will be on a separate form, explaining your rationale for why you chose what you did. Why is the exercise, modality, manual therapy, etc. important? What specifically is it addressing? How is it going to help the patient achieve their goals? List any thing (red flags) that you would be monitoring for during the session (diabetes, BP, O2 sats...) list any and all contraindications and precautions for any modalities chosen, list what things you may need to monitor for based on current DX, PMH as well as medications.

THIS IS WHERE YOU GET TO SHOW OFF YOUR BIG BRAINS!!!!

These must be typed, NO EXCEPTIONS

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For the skills portion of the exam, you will be asked to perform an intervention that you chose from the above turn in product.

Students will be required to present a power point presentation on a topic selected during their clinical rotation. The topic will be presented in class. (see class schedule for presentation date). There needs to be a minimum of 5 sources. Presentations need to be 15 minutes in length with 5 additional minutes for comments and questions. (Please see Clinical I syllabi for detailed instructions on the EIP components).

See Brightspace for detailed instructions on the Skills Exam

EIP Grading Rubric:

Presenter's Name: _____ Date: _____

Topic/Title: _____

Comments:

How well was the question formulated?	____/3
Did the question make logical clinical sense?	____/3
If a comparison was done, was it a logical comparison?	____/3
Was the information presented in an organized manner?	____/3
Did the presenter seem knowledgeable about the topic?	____/3
Did the presentation increase your knowledge of the subject?	____/3
Was referencing done in AMA style where you could easily find the source of information?	____/3
Was the information integrated in a manner that would assist in making clinical decisions?	____/3
How was the voice projection & clarity of communication?	____/3
Was the presenter dressed in a professional manner?	____/3
Overall, how would you rate the presentation?	____/3

Grade: (____/33) x 100 = _____%

Rating Anchors

3 = excellent, thorough demonstration of accomplishment

2 = good demonstration of accomplishment

1 = below average accomplishment

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0 = no accomplishment demonstrated

NOTE: PROFESSIONAL DRESS- The presenter should be appropriately attired: Business casual at minimum. No jeans, must be able to bend over without undergarments showing.

Late Work, Attendance, and Make Up Work Policies:

ATTENDANCE:

Attendance is essential for attainment of course objectives and skills competencies. A student who is more than five (5) minutes late is considered tardy, a student who is more than 30 minutes late is considered absent, a student who leaves more than 10 minutes early without instructor permission is considered absent for the day, and three (3) tardies will constitute one absence. This policy is enforced BOTH for lecture and for lab times. Excused absences will not count against the student. Excused absences include Acts of God (ie weather events), death in the family, documented medical illnesses, court obligations. Determination of excused versus unexcused is at the discretion of the instructor of the course. Student's should not schedule routine appointments during class time – those will not be excused.

Two (2) absences or absence from 2 lecture hours: verbal warning

Three (3) absences or absence from 3 lecture hours: written warning

Four (4) absences or absence from 4 lecture hours: program probation

Five (5) absences or absence from 5 lecture hours: **withdrawal from program**

If a student is going to miss class for any reason, the student MUST contact the instructor via email or phone, prior to the start of class, and let them know they will not be in attendance. If, for any reason, a student must leave class early, they must inform the instructor prior to leaving. These standards are in place to begin to prepare the students to be in the work force. You are not allowed to not show up for work without notification, and since this is a professional work force program, we all will adhere to this standard.

Absences from lab will be handled following the above policy, but hours missed from lecture and lab will not be combined to penalize the student. Make-up work may be required for absences in order to ensure that students acquire information and skills presented during

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their absence. Students must notify the PTA office in advance whenever tardiness or absence is unavoidable.

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless **prior** written approval is given by the faculty for an excused reason (ie death in the family, etc.).

It is the **student's** responsibility to attain the information that is missed due to his/her absence.

STUDENT RESPONSIBILITIES:

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time. Assignments are due at the beginning of the class period. **Late assignments will not be accepted unless it is due to a documented excused absence.**

Student Behavioral Expectations or Conduct Policy:

Generic Abilities & Professional Behaviors:

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Students in the Physical Therapist Assistant program have willingly applied for and entered into a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in the PTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies. The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with the same deficiencies with no improvement in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional behavior.

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It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

A short description of the Generic Abilities follows and specific forms for assessment will be made available on Brightspace.

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Attachment #10 Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

	<i>Generic Ability</i>	<i>Definition</i>
1	Commitment to learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2	Interpersonal skills	The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3	Communication skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5	Use of constructive feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9	Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy education. *Journal of Physical Therapy Education*. 1995; 91: 3-6.

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Technology Devices:

Video & Tape Recordings: Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potential dismissed from the program based upon the extent to which the policy has been disregarded.

Personal Computer Use: Personal computers are allowed in the classroom and lab for class purposes only i.e. following powerpoint presentations, taking notes, etc. Any student found utilizing his/her personal computer for any other purpose other than the current classroom activity may be asked to leave the classroom. Examples include but are not limited to: surfing the internet, checking e-mails, watching programs on the computer, etc.

Cellular telephones and personal telephone calls. Students are NOT to receive or place telephone calls or texts during class. Cellular telephones are to be turned off or set to vibrate before entering the classroom. Messages may be left with the Health Sciences administrative assistant @ 299-8568. Messages for a student during an emergency will be delivered immediately.

MCC Academic Integrity Statement:

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

Academic Integrity Statement:

Students are expected to refrain from academic dishonesty. This includes any conduct aimed at misrepresentation with respect to a student’s academic performance. Examples of academic

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dishonesty include: cheating or collaborating on written exams, plagiarism, collaborating with others if contrary to stated guidelines for assignment or skill, providing students who have not completed skills practicals with information related to the exam, and intentionally assisting another student in any dishonest action. Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If there is clear evidence that a violation has taken place, the instructor may impose a sanction ranging from a written warning to expulsion from the course with a failing grade.

If the student does not feel that the issue is satisfactorily resolved, the student should contact the PTA Program Director to discuss the matter. If the matter cannot be resolved at that level, the student may contact the Division Director of Health Sciences, followed by the Dean of Workforce Education. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure. The Student Grievance Procedure is outlined in the [Highlander Guide: MCC Student Handbook](#).

* [Click Here for the MCC Academic Integrity Statement](#)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* [Click Here for the MCC Attendance/Absences Policy](#)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

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Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX Statement:

* [Click Here for more information about Title IX](#)

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

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** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

McLennan Community College provides equal educational opportunities to all individuals and does not discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment. <http://www.mclennan.edu/employees/policy-manual/docs/E-XXXIV.pdf>