

McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

PHYSICAL THERAPIST ASSISTANT CLINICAL II PTHA 2362 80– January/Spring 2023

Dr. Robert Patterson PT, C/NDT

Director of Clinical Education

Assistant Professor

NOTE: This is a 6-week course

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Course Description:

Provides health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts in the professional clinical setting. Direct supervision is provided by the clinical instructor/professional.

Pre-requisites:

Successful completion of all prior PTHA Program coursework and clinical rotation I

Course Notes and Instructor Recommendations:

It is the STUDENT's responsibility to ensure that all of the following responsibilities are met -

- **Clinical Contact & Visit:** Make sure to contact your clinical site at minimum 4 weeks prior to your start date and attempt to physically visit your site prior to starting the rotation.
 - Check with your specific clinical site to see what paperwork or incoming procedures they require prior to you starting - ***each facility has different on-boarding procedures and requirements.***
 - Take them your completed information form with picture attached.
 - Discuss the potential skills that you will be exposed to at that facility (what types of patients, availability of exposures, etc) and formulate a plan based on what will be available within the first 3 days of the rotation. (Not all skills are available at each site so it is imperative to try to attain setting specific skills as you may not have further exposures to those opportunities – utilize your grading criteria to ensure enough skills are gained.)
 - When you visit your clinic site prior to the start of your rotation, dress for success – interview worthy attire.
- **MACS Management:**
 - Make sure your name is on every page of your MACS.
 - Keep your MACS in a safe & secure location.
 - Be sure to keep ***COPIES*** of all pertinent information in your MACS for easy access on the first clinical day and for reference throughout the clinical rotation:
 - Immunization records (all pertinent – childhood, TB test results, Hep series, flu shot when applicable)
 - MCC's HPSO liability insurance certificate
 - Background check

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

- Drug screen
 - CPR certification
 - MCC PTA Program attestation form
 - APTA's Ethical Guidelines for the Physical Therapist Assistant
 - Values-Based Behaviors for the PTA
 - APTA Student Supervision Guidelines & Chart
 - CMS's RAI 3.0 Version MDS
- Ensure that every signature is on every form - some forms require multiple signatures at different dates. If all required signatures are not present, your MACS will not be graded and you risk incompleting.
- **Site Visits:**
 - ***Check Brightspace and your college e-mail on a regular basis for assignments and important announcements such as dates and times of clinical site visits.*** Timely and accurate communication is essential for coordinating site visits and to your successful progression through the PTA program. If scheduling conflicts prevent an actual physical site visit, the site visit can be done over the phone (much more flexible to schedule).
 - ***Site visits occur during the 3rd & 4th weeks of the clinical rotation.*** It is NOT required that your CI have fully completed the MACS paperwork at the time of the visit, but you need to have at minimum:
 - done your self-rating on the white pages
 - had a sit-down conversation with your CI, know your status regarding their expectations, and discussed strengths and weaknesses
 - be ready with any questions that you have for me.
- **EIP Assignment & Presentation:** Turn in clinical EIP (Evidence Informed Practice) assignments on time. Late work will have systematic deductions. ***You can fail your clinical rotation if you fail to turn in your assignments on time regardless of your clinical performance.***
- **Clinical Success:** Success in the clinical setting requires self-motivation, initiative, continual review and integration of academic concepts from all previous course work into clinical practice utilizing higher level critical thinking skills and reflective clinical practice. Utilization & integration of all previous course materials is essential.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Instructor Information:

Instructor Name: Dr. Robert Patterson, PT, DPT

MCC E-mail: rpatterson@mclennan.edu

Office Phone Number: 254-299-8313

Office Location: CSC C116

Office/Teacher Conference Hours: MW 1:30-4:00 and TBD

Other Instruction Information: Instructor availability is limited during site visits due to the nature of traveling to the clinical sites. If a student needs to guarantee contact with the instructor the student should schedule an appointment during office hours to avoid conflict with other obligations and appointments.

Required Text & Materials:

Physical Therapist Assistant - Manual for the Assessment of Clinical Skills (MACS), Texas Alliance of Physical Therapist Assistant Educators, Inc, Third Edition © 2018

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

Methods of Teaching and Learning:

The clinical education component of the program is a multifaceted practicum experience. It offers the student a chance to be exposed to a variety of health care settings & patient populations at varying stages of rehabilitation in order that the student may understand the scope of the physical therapy profession and the health care needs of the community. The student will be working under the supervision of either a licensed physical therapist or licensed physical therapist assistant. The student will actively practice and work to master the diverse skills necessary to competently and safely perform the duties of a licensed physical therapist assistant as established by the profession. The student will utilize previous academic training, evidence informed practice methods, and all other available professional resources to actively promote and develop problem solving, reflection, & critical thinking skills related to: creation, implementation & appropriate modification of the plan of care related to patient intervention & patient care, patient safety, and application of all clinically related skills in the clinical setting with actual patients to achieve patient goals. The student will also develop professional skills including but not limited to: presenting professional in-services, developing community educational components, accurate and timely documentation, practicing in an ethical & culturally competent manner, and professional communication with patients and other disciplines involved in patient care.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

The clinical education program is an integral part of the academic program and is designed to:

1. expose the student at various stages of his/her academic experience to the typical clinical practice settings, allow formulation of intervention within the plan of care for diagnosis & conditions commonly seen in the practice of physical therapy at all phases of care/rehabilitation, and learn how to function effectively within the PT-PTA team as well as a member of an interprofessional team;
2. provide the student an opportunity to integrate acquired academic and classroom knowledge & skills into actual patient care and practice critical thinking and reflection regarding efficacious and effective patient care within a supervised clinical setting;
3. foster an environment for the student to develop effective and professional & culturally sensitive communication skills with patients and other health care professionals; and
4. serve as a mechanism for feedback from practicing clinicians that allows the Physical Therapist Assistant faculty to review the effectiveness of the academic program.

Course Objectives and/or Competencies:

OBJECTIVE OF CLINICAL EXPERIENCE:

The primary objective of this clinical experience is to provide the student with the opportunity to continue gaining clinical competence in skills related to actual patient care that they have learned during the previous semesters of the program. This experience will allow the student to build upon those skills and further critical thinking skills and reflective practice techniques learned and developed during classroom and clinical experience.

All skills can be worked on as deemed appropriate by the clinical instructor and student.

At the conclusion of this clinical experience, the student will be able to demonstrate introduction to and progression towards entry level clinical practice on all of the following objectives demonstrated by meeting the criteria for completion of the 1st affiliation:

1. Perform assigned duties & interventions in a **professional** manner under the direct supervision of a licensed physical therapist or physical therapist assistant in accordance with established practice patterns and within the scopes of practice (professional, jurisdictional & personal) as established by the APTA & Texas PT Practice Act & Rules.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

2. Utilize the information & feedback provided by the PTA MACS to reflect upon clinical performance and identify strengths and weaknesses in his/her clinical performance and formulate strategies to strengthen clinical & critical thinking skills.
3. Demonstrate a **commitment to learning** by actively seeking a variety of both professional & clinical learning opportunities to allow gaining entry level competence in the skills required of the physical therapist assistant within the profession.
4. Utilize effective & appropriate **interpersonal skills & interprofessional teamwork** within the clinical setting to accomplish both team/organizational goals as well as patient goals.
5. Demonstrate effective oral & written **communication** skills following ethical, legal, and professional guidelines.
6. Reflect upon both oral & written **communications** to determine effectiveness and create a plan to increase effectiveness of communications as indicated.
7. Demonstrate **effective use of time and resources**.
8. Actively seek out & be receptive to **constructive/critical feedback** regarding performance in the clinical setting and demonstrate a positive attitude toward constructive feedback.
9. Reflect upon **constructive feedback** and utilize it to formulate solutions to deficiencies or increase effectiveness of clinical performance.
10. Demonstrate effective **problem-solving**, critical thinking and clinical reasoning skills in the performance of physical therapy intervention within the plan of care.
11. Demonstrate effective **clinical reasoning** skills by:
 - a. raising relevant questions regarding patient care and patient safety in clinical care
 - b. articulating ideas clearly and effectively with appropriate justification based upon patient presentation & goals
 - c. seeking out and formulating new/alternative solutions to questions, issues or problems that arise during patient care within the plan of care
 - d. utilizing EIP methods to find relevant information to assist in clinical reasoning
 - e. and assessing the response and outcomes of the solutions generated and modifying when needed based upon patient response.
12. Accept **responsibility** for one's own actions and outcomes and perform clinical care responsibly within legal, ethical and facility guidelines.
13. Demonstrates effective **stress management** skills by developing an understanding of one's individual stressors and finding appropriate professional solutions.
- 14. Manage stress** in a manner that allows maintenance of professional demeanor and ability to clinically reason and implement appropriate stress management strategies as needed.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

15. Provide **education** for other health care providers utilizing appropriate sources of information (evidence/research based), using appropriate audio/visual aids and presentation materials (ppt, written documents, etc) in a format that correlates with the needs of the clinical setting.
16. Review **patient record** and initial evaluation prior to intervention and identify pertinent information for effective and efficient provision of safe PT intervention within the plan of care; and identifies any precautions and contraindications to intervention.
17. Effectively and efficiently **implement** delegated interventions within the plan of care while monitoring patient response, determining effectiveness of the intervention, and then comparing to previous status/measures and progression towards established goals.
18. Formulate appropriate & safe **modifications** of interventions within the plan of care based upon patient response and report changes or progress to the supervising PT.
19. Formulate strategies for effective **patient instruction** based upon specific patient goals, needs, preferences, and values in a culturally sensitive manner.
20. Effectively participate in meeting the needs of the patient & family during the **discharge planning process**.
21. Effectively provide interventions aimed at impairments and dysfunctions as established in the PT evaluation including:
 - a. therapeutic exercise
 - b. functional training
 - c. manual therapy
 - d. biophysical agents
22. Demonstrate competent, accurate **interviewing/communication skills & data collection** techniques/measurements that relate to the plan of care utilizing appropriate means/techniques to allow judgement regarding patient response (before, during & after intervention) related to safety, progression or regression towards goals in the following:
 - a. anthropometric measures
 - b. arousal/mentation
 - c. assistive technology
 - d. gait, locomotion & balance
 - e. functional outcome assessment
 - f. skin integrity
 - g. joint integrity & mobility
 - h. muscle performance: strength, power & endurance
 - i. neuromotor function & development
 - j. range of motion
 - k. self-care/home management

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

- l. sensation/pain response
 - m. ventilation, respiration & circulation
 - n. aerobic capacity & endurance
23. Demonstrate appropriate management skills as delegated by the physical therapist which may include tasks in the following areas the areas of:
- a. administration and healthcare delivery systems
 - b. community education/policy
 - c. outcomes assessment
 - d. prevention/wellness/screening
24. Effectively perform other site specific or patient specific interventions which may include:
- a. aerobic conditioning/endurance
 - b. airway clearance
 - c. amputation/prosthetic management
 - d. aquatic therapy
 - e. environmental barriers
 - f. ergonomic assessment/work conditioning
 - g. orthotic/supportive/protective devices
 - h. wound management
25. Display safety consciousness in the clinical setting by recognizing relevant changes in patient status, contraindications to specific interventions related to patient status, environmental hazards, need for infection control and communicate any concerns to the supervising PT.
26. Maintain patient confidentiality at all times and follow HIPAA regulations regarding information exchange.
27. Delegates tasks appropriately to supportive personnel in accordance with licensure laws and scope of practice.

Course Outline or Schedule:

The clinical rotation will run for 6 weeks from January 9th – February 17th 2023 and each student will be in their respective clinical site on a **full-time** basis on the **schedule of the individual clinical site/instructor**. Starting on the **second** Monday of the affiliation there will be an assignment due each **Monday** by **midnight** related to the EIP presentation to be completed by the end of the clinical affiliation on a patient-inspired topic that arose during the affiliation. Please keep and review the EIP Powerpoint from the academic component during your first fall semester to help refresh and guide you through the process. The assignments should be submitted/uploaded to Brightspace

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

under corresponding assignment no later than the scheduled deadline (see schedule below).

Due Date	Assignment
Mon, Jan 9	First Day of Affiliation
Mon, Jan 16	Report Contact Information & Site Visit Established
Mon, Jan 23	PICO for EIP Due
Mon, Jan 30	Five Research Article References Due
Mon, Feb 6	Integration of Research Paragraph
Mon, Feb 13	Outcome Measure Report Due
Fri, Feb 17	Last Day of Affiliation
Mon, Feb 20	MACS due by 12:30 PM to DCE- ALL signatures required
Mon, Feb 20	12:30 PM EIP Presentations & Feedback @ MCC EIP Powerpoint uploaded to Brightspace by 12:30PM

FACILITIES & PLACEMENTS:

Clinical experience will be attained in Central Texas area physical therapy clinics as well as regional travel sites for which MCC's PTA program has contracts with. Students are required to have at least one clinical rotation in a setting where the patient's status can change rapidly (ie inpatient acute care, inpatient rehabilitation, LTACH, SNF, etc) and at least one rotation in an outpatient setting. Assignments for clinical affiliations will be made by the DCE of the PTA program based upon site and clinical instructor availability, and the specific experiences required to educate competent entry level clinicians.

- If for any reason a student refuses a clinical placement it will be at the discretion of the DCE and the program director as to whether or not the student will be allowed to progress through the program.
- If a student is asked to leave a clinical placement due to unprofessional behaviors, it will be at the discretion of the DCE and program director as to whether or not the student will be allowed to progress any further through the program or what steps must be taken to remediate the issues.
- If a student is asked to leave a clinical rotation based upon recurrent safety issues the student will not be allowed to progress any further through the program.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Course Grading Information:

PTHA 2362 - Clinical II (Spring/January):

A. PTA MACS (Manual for the Assessment of Clinical Skills) requirements:

1. Skills 1-11 Professional Behaviors:
 - ✓ or + on 8 of the 11 Professional Behaviors Skills
 - **NO** U's on final assessment for skills 1 - Professionalism, 2 - Commitment to Learning, 6 - Use of Constructive Feedback, 9 - Responsibility
2. Skills 12-16 Plan of Care:
 - ✓ or + on 3 of the 5 Plan of Care Skills
3. Skill 17 (17.1-17.12) Therapeutic Exercise:
 - ✓ or + on 8 of the 12 Therapeutic Exercise Interventions
4. Skill 18 (18.1-18.7) Functional Training:
 - ✓ or + on 4 of the 7 Functional Training Interventions
5. Skill 19 (19.1-19.3) Manual Therapy:
 - ✓ or + on 2 of the 3 Manual Therapy Interventions
6. Skill 20 (20.1-20.10) Biophysical Agents:
 - ✓ or + on any 4 of the 10 Biophysical Agents Applications
7. Skill 21 (21.1-21.14) Tests & Measures:
 - ✓ or + on 9 of the 14 Tests & Measures
8. Skills 22-26 Healthcare Environment:
 - ✓ or + on 3 of the 5 Healthcare Environment Skills
9. Skills 27-37 Site Specific Skills:
 - ✓ or + on 2 of the Site Specific Skills

B. Completion of all weekly learning experiences & EIP assignments assigned by the DCE and/or clinical instructor (i.e., in-service, report, weekly summaries, etc.):

1. There will be a total of 5 EIP assignments (weekly) that will require a product be produced and uploaded to Brightspace by the given deadline on the schedule.
2. Each Weekly Assignment will be worth 10 points.
 - a. A 3-point deduction per every day late will occur on assignments that are not turned in by the due date and time, and after the third day the assignment will not be accepted and a 0 will be given for that assignment.
 - b. Assignment grade will be based upon completion and accuracy according to the directions for each assignment.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

3. As applicable any site specific assignments are to be completed and submitted to clinical instructor as applicable including following clinical instructors specified due dates, and lack of submission of site specific clinical instructor assignments (as applicable) will be considered unprofessional behavior. Site specific assignments also including additional presentations, in-services etc.

C. Professional presentation of the Evidence Informed Practice Project for PTA program completed at McLennan Community College:

1. The presentation component of the EIP assignment is worth a total of 100 points.
2. The presentation will be graded based upon the ability to draw an educated conclusion regarding the EIP question, quality of presentation, quality and correct referencing of the powerpoint, understanding and accuracy of the information presented, and question-answer session following the presentation.

EIP Assignment Goals:

In order to remain a competent clinician and provide excellent patient care in the physical therapy profession it is imperative to develop the skills, motivation and drive to continue in the process of becoming a life-long learner in the clinical setting. In the physical therapy profession there are frequent and major changes in clinical practice that occur secondary to new research findings relative to patient care and intervention. Previous semesters have provided the building blocks in developing proficiency in searching, critical analysis of and integration of research findings but it is only in the clinical setting that the student can fully integrate the 3-components of the EIP process (clinical experience/expertise, current best evidence & patient goals) to culminate in the development of a competent evidence informed practicing clinician.

The goal of the clinical EIP assignment is to develop and refine your clinical decision-making skills and give you active practice in how to integrate the process of evidence informed practice into actual patient care decisions. The student clinician will utilize an actual patient experience in the clinical setting that stimulates a critical clinical inquiry of interest. This experience will drive the evidence informed process of: formulating the PICO question, searching appropriate literature and information sources, critically appraising the literature, integrating the findings, and then evaluating the effectiveness of the previous steps.

EIP presentations should educate peers on the typical presentation of the diagnosis, commonly associated impairments, regional interdependence, and the interplay of the EIP question in the overall patient intervention plan. You are required to integrate and compile the information from the research and resources as a cohesive

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

body of integrated information and establish the relationship and importance of the information to your patient care decisions.

While you are not expected to be topic specialists, the assignment is meant to push you into understanding how to find, consume and integrate evidence into your intervention planning related to the following:

- Specific patient diagnoses & prognosis
- ability to specifically identify expected impairments & regional considerations for a given patient
- know how to specifically design intervention that addresses the impairments & regional interdependence while respecting any precautions and/or contraindications for the patient
- and be able to put together a “big picture” safe & effective longitudinal intervention plan for a specific patient.

The evidence-informed inquiry assignment will include some type of written portion – either paper or powerpoint or both - to work on the ability to write professionally and correctly reference information in AMA format. Evidence based inquiry will also include a presentation component utilizing audio-visual materials and class participation to enhance professional communication skills and ability to produce clinically relevant in-services.

Utilizing the following format will assist you in the process please do not let the provided formatting limit your answers/reflections/information, adjust as needed.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023



Physical Therapist Assistant Program

Evidence Informed Practice

Introduction

(Assignment 2)

Student Name:

Affiliation # and Location:

Date:

PT Primary Diagnosis:

PT Secondary Diagnosis:

Significant History:

PT Assessment of Most Significant Impairments (briefly describe each):

PT treatment goals:

Patient's goals:

PT POC:

Contraindications/precautions:

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

(Assignment 2)

PICO Question Formulated:

Patient/Problem	
“Intervention”	
Comparison (if exists)	
Outcome	
Type of Question	Intervention
Written Question	

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

(Assignment 3)

Research Article References (AMA Format):

Reflection:

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

(Assignment 4)

Summary of Article Information Regarding Intervention or PICO:

How was the information integrated into clinical practice with this patient?

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

(Assignment 5)

Significant Measurements/Assessments of Impairments/Comparable Signs:

(may include ROM, strength, pain, sensation, tone, gait, functional outcomes, etc.)

Comparable Sign/Impairment	Initial Measure	Interim Measure	Measure at DC

Appropriate Functional Outcome Measure for the Patient: _____

Reported Reliability of the Outcome Measure: _____

Validity of the Outcome Measure: _____

MCID of the Outcome Measure: _____

Reflection including impression of the effectiveness of physical therapy intervention for this patient:

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

CLINICAL COURSE GRADE: The grading for all clinical affiliations is either a Pass/Credit or Fail/No Credit. To pass the clinical affiliation, a student must meet **BOTH** the clinical skills requirements per specific clinical rotation based upon the MACS at 100% of the requirements listed above, **AND** pass the weekly EIP assignments and EIP presentation with a minimum of 75%. Combining the weekly EIP assignments and the EIP Presentation gives a possibility of 150 total points. To pass the clinical affiliation the student must earn at least 75% (112.5 points) of the combined available points as well as completing the specific MACS clinical skills requirements at 100% for the affiliation.

Assignment 1 – 10 pts

Assignment 2 – 10 pts

Assignment 3 – 10 pts

Assignment 4 – 10 pts

Assignment 5 – 10 pts

EIP Presentation – 100 pts

Total Possible = 150

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Clinical Evidence Informed Practice Presentation 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	

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Was the presenter dressed in a professional manner?	____/3	
Appropriate length	____/3	
Interaction with audience	____/3	
Overall, how would you rate the presentation?	____/3	

Grade: (____/39) x 100 = _____%

Rating Anchors

3 = excellent, thorough demonstration of accomplishment

2 = good demonstration of accomplishment

1 = below average accomplishment

0 = no accomplishment demonstrated

Student Grader's Name: _____

Constructive Feedback:

1.

2.

3.

Positive Feedback:

1

2

3

UNSAFE CLINICAL PRACTICE & PROFESSIONAL BEHAVIOR REQUIREMENTS:

Despite completeness of assignments or attainment of other clinical and/or professional skills in the PTA MACS, if a student is deemed to be unsafe in clinical practice by the clinical instructor, or exhibits significant deficits in professional behavior, the student may be removed from the affiliation. When unsafe practices and/or significant unprofessional behaviors are noted by the clinical instructor, the DCE will be contacted. The student will

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

be informed of the deficits by either the clinical instructor or DCE, or both, and attempts to remediate the student will be undertaken by either or both the clinical instructor and the DCE. If the student fails to show significant progress and continues to be deemed unsafe and/or unprofessional in clinical practice, the student may be removed from the affiliation at the discretion of either the clinical instructor or the DCE at which point the student will fail the course and will not be allowed to progress through the PTA program.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Late Work, Attendance, and Make Up Work Policies:

CLINICAL ATTENDANCE:

Due to the significant nature of clinical time for the student, all clinical hours missed due to absence must be made up at a time convenient to the clinic and agreed upon by the clinical instructor, academic coordinator, and the student. More than 2 unexcused absences or tardiness may be taken as evidence that the student does not intend to participate sufficiently to assure likelihood of success, and with 2 or more absences, the student will be required to conference with the DCE. Possible consequences of excessive absences or tardiness range from removal from the clinical assignment which will delay graduation, to ***expulsion from the program***.

Student Behavioral Expectations or Conduct Policy:

Each student must have his/her PTA MACS with him/her at all times during the affiliation. The PTA MACS must be kept updated as skills are attained. Learning experiences designed by the student's clinical instructor must be completed in a timely manner to successfully complete the clinical affiliation. Please contact the DCE if you or the CI have any questions or concerns regarding the MACS.

CLINICAL DRESS POLICY:

Nametag: Students are required to wear a nametag that identifies that individual as an MCC student PTA. Some facilities may require photo ID's as provided by the facility. The nametag should be worn at all times while the student is on clinical assignment and may not be worn at any time other than while on site at the assigned clinical affiliation.

Clothing: Based upon the clinical site requirements, either scrubs or professional khaki or dress pants with collared shirt or other site approved top is required. Some facilities may require scrubs, specific colors of clothing, or a white lab coat which the student will be required to purchase. Students should contact the assigned clinical facility for dress/uniform requirements prior to attendance on the first day. The clinical instructor has the authority to deny clinical attendance for any student whose apparel is considered inappropriate. Consideration for modesty is required. The body must be covered and the student must be able to squat, bend, reach and perform all movements without any revealing of the body.

Shoes: Leather, athletic shoe, nursing shoe or other closed toe shoe that provides complete foot coverage that will not slip on smooth surfaces and will not increase risk for falls are required. Socks or hose must be worn.

Hair & Nails: Hair must be clean and off the shoulders - long hair must be pulled back from the face, and only simple/low profile hair accessories are permitted. Nail length should never exceed the ends of the pads of the fingers and nails must be smooth and well-kept. Not artificial nails or fillers are allowed – they are a safety hazard regarding infection control.

Hygiene & Perfumes: Students must be clean, wear deodorant and be free of odors (ie smoking, body odor, pet odors etc). Perfumes are not allowed due to the possibility of patient sensitivities. If hand sanitizers are utilized they must be odor-free.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Make-up: Modest make-up only.

Jewelry: Acceptable jewelry includes wedding bands/rings, watch, small chain necklace, 1 pair of small stud earrings worn in the earlobe. No other jewelry is allowed.

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

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. This expectation also applies, and will be followed during the clinical education process. 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 deficiencies with no improvement in professional behavior over 3 different episodes will be dismissed from the program based upon lack of progress in professional behavior. This policy is effective throughout the entire program across all courses, program related activities and clinical work as professional behavior extends across all aspects of the profession.

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 handed out in class.

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

PHYSICAL THERAPIST ASSISTANT PROGRAM GENERIC ABILITIES FORM

Commitment to learning

1	2	3 5	4	6	7
Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out knowledge and understanding		Self directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding		Highly self directed, consistently identifies needs and sources of learning and deliberately seeks out new knowledge and understanding	

Interpersonal skills

1	2	3 5	4	6	7
Engages in non effective or judgmental interactions with persons on the clinical setting and loses focus in unexpected or new situations		Usually engages in effective and on judgmental interactions with most persons in the clinical setting and maintains focus in unexpected/new situations		Consistently engages in highly effective and non judgmental interactions with all persons in the clinical setting and responds exceptionally well to unexpected/new situations	

Communication skills

1	2	3 5	4	6	7
Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences/purposes		Exhibits acceptable written, verbal and non verbal communications skills and is usually capable of modifying information to meet the needs of various audiences/purposes		Exhibits superior written, verbal and non verbal communication skills and readily modifies information to meet the needs of various audiences/purposes	

Effective use of time and resources

1	2	3 5	4	6	7
Exhibits poor use of time and resources, shows lack		Obtains good results through proper use of time		Consistently obtains maximum results through	

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

of flexibility/adaptability, and seems incapable of setting goals	and resources, shows adequate flexibility/adaptability, and is capable of setting goals	superior use of time and resources, shows unusual flexibility/adaptability and sets realistic goals
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Use of constructive feedback

1	2	3 5	4	6	7
Accepts feedback defensively, does not identify or integrate feedback, provides non constructive , negative or untimely feedback to others		Usually accepts, identifies, and integrates feedback from others, and frequently provides appropriate feedback to others		Seeks out, identifies, and eagerly integrates feedback from others, and constructive, timely, and positive feedback to others	

Problem solving

1	2	3 5	4	6	7
Does not regularly recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes		Frequently recognizes and defines most problems. Analyzes data, develops and implements solutions and evaluates outcomes		Consistently and insightfully recognizes and defines problems, analyzes data, develops and implements solutions, and evaluates outcomes	

Professionalism

1	2	3 5	4	6	7
Exhibits questionable or poor conduct concerning ethics, regulations and procedures, and represents the profession in an incompetent and negative manner		Usually exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner		Exhibits superior professional conduct concerning ethics, regulations, policies and procedures, and actively promotes/represents the profession in a highly competent/commendable manner	

Responsibility

1	2	3 5	4	6	7
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PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes	Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes	Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations, and accepts full responsibility for actions and outcomes
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Critical thinking

1	2	3 5	4	6	7
Does not identify, articulate, or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions and does not present ideas		Frequently identifies, articulates and analyzes problems, distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions and assumptions, and presents ideas		Readily identifies, articulates, and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions, and assumptions, and generates original ideas	

Stress management

1	2	3 5	4	6	7
Fails to identify sources of stress/problems in self and others, does not seek assistance or utilize coping skills, and is unsuccessful at balancing professional/personal life		Is usually aware of sources of stress/problems in self and others, frequently seeks assistance as needed, utilizes coping strategies and maintains balance of professional/personal life		Accurately identifies sources of stress/problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains a balance of professional/personal life	

PHYSICAL THERAPIST ASSISTANT CLINICAL II

PTHA 2362 80– January/Spring 2023

Cell phones, and personal telephone calls

NEVER look at your phone during patient intervention time or in front of a patient – this behavior is highly unprofessional and will get you written up for unprofessional behaviors. Your focus is solely on your patient while providing patient care and intervention. Students are NOT to receive or place telephone calls/texts during patient care during the clinical rotation. Beepers and cellular telephones are to be turned off or set to vibrate before entering the patient care area and the student is expected to follow the procedures of his/her clinical site related to messages and outside communications. It is the student's responsibility to find out what the procedures and rules are at his/her clinical site for receiving messages and emergency messages.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<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 additional guidelines specific to this course.

Updated 11/04/2022

McLennan
C O M M U N I T Y
COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.mclennan.edu/disability.

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:

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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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 at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-andStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

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. For more information about your student email account, go to www.mclennan.edu/studentemail.

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 their 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. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward 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 be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.