Missouri Western State University

Physical Therapist Assistant Program

CLINICAL EDUCATION HANDBOOK

This handbook is written and distributed to clinical education sites for physical therapist assistant students from Missouri Western State University. It is meant to provide additional information that will be helpful in your important role as a partner in educating our PTA students. The faculty of MWSU PTA program appreciate you and value the role you play in shaping our future physical therapy practitioners. We are readily available to assist you if needed. We hope that this handbook is a step toward providing you with resources to support you. Thank you!

TABLE OF CONTENTS

PTA Program Information

- University Mission, Vision, Values 4
- University Diversity Commitment 4
- University Non-Discrimination Statement 4
- Program Mission and Philosophy 5
- Program Goals and Objectives 6
- Program Curriculum 9
- Didactic Course Syllabi 10

PTA Clinical Education

- Clinical Education Philosophy 104
- Clinical Education Standards 105
- Rights and Privileges of Clinical Educators 112
- Professional Behavior Policy 113
- Clinical Education Course Timetable 114
- Clinical Education Course Syllabi 115
- Clinical Course Competencies 148
- Clinical Education Grading Criteria 151
- Timetable for Information Provided to Clinical Sites 155
- Suggested Student Orientation Topics 156

Clinical Education Forms

- Clinical Program Forms
  - Informed Consent 159
  - Confidentiality Statement 160
- Student Information Forms
  - Student Data Sheet 162
  - Student Health Report 166
- Clinical Site Student Preference Requests 168
- Clinical Performance Instrument (Grading Form) 170
- Midterm Site/Phone Visit Forms 172
- Student Evaluation of the Clinical Education Experience 178

PTA PROGRAM INFORMATION

UNIVERSITY MISSION

Missouri Western State University is a student-centered learning community preparing individuals for lives of excellence through applied learning.

UNIVERSITY VISION

Missouri Western will be the premier open access regional university, known for transforming the lives of our students and the communities we serve.

OUR DIVERSITY COMMITMENT

As a student-centered learning community, Missouri Western is dedicated to inclusion and the promotion of diversity as essential to our mission as a public university. This commitment contributes to transforming lives and demonstrates our values of freedom, respect and courage.

OUR VALUES

Service – We share the common purpose of serving students, one another, and the people of the region.

Quality – We are committed to the quality of our programs, our students, and our partnership with the people of the region.

Enthusiasm – We are enthusiastic about learning and confident that we can make a difference in the lives of students through their learning.

Freedom – We promote the free exchange of ideas that makes education liberating and democracy unique.

Respect – We act as individuals and as a campus community with respect for diversity and for the best in human potential.

Courage – We seek the challenge and adventure of shaping the future with an increasingly global perspective.

UNIVERSITY NON-DISCRIMINATION STATEMENT

Missouri Western State University actively follows a policy of nondiscrimination in regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, marital status, pregnancy or parental status, national origin, veteran status, genetic information, disability, and all other legally protected classes. This policy applies to educational programs and activities including athletics, instruction, grading, awarding of student financial aid, recruitment, admission, employment, housing, placement and retention of students, faculty and staff. Missouri Western State University pledges continued compliance with all relevant state and federal laws and cooperation with governmental organizations in ensuring equal employment and educational opportunity.

PTA PROGRAM MISSION

The PTA program at Missouri Western State University embraces the institution's mission and vision, and is focused on providing a quality educational program that encourages life-long learning and professional growth, enabling its graduates to initiate successful careers, function as a valuable member of the health care team, and be leaders in the profession and the community.

PHILOSOPHY

In keeping with the mission of Missouri Western State University and the PTA program, the philosophy of the PTA program is to provide a curriculum which integrates theoretical and practical knowledge, and clinical experiences to develop skills that physical therapist assistants need to begin practice at entry level and to respond to trends in practice and future physical therapy needs of society. Basic to this is a curriculum that reflects the best current practice.

In order to remain an asset to the profession, we encourage students to become critical thinkers with a commitment to continued learning throughout their lifetime. Students are encouraged to become active learners, capable of analytical thinking. Faculty model ongoing professional development and a sense of renewal in the profession.

The faculty value professionalism through the development of the seven core values which emphasize accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility. Students are encouraged throughout the two-year, integrated curriculum, to develop these core values, using institutional and clinical faculty as mentors. Pride in the physical therapy profession and involvement in the American Physical Therapy Association are fostered.

In all program activities, strict adherence to equal opportunity regardless of race, gender, sexual orientation, marriage status, creed, religion, national origin, disability or culture will be observed.

GOALS OF MISSOURI WESTERN'S PT ASSISTANT PROGRAM

1. To graduate physical therapist assistants who are sensitive and responsive to the unique needs of each individual patient, who are competent, safe, skilled, and ethical in the provision of physical therapy services within the scope of practice as defined by professional and licensure requirements, and under the direction and supervision of a licensed physical therapist.

2. To ensure that program content is reflective of best practices in the profession of physical therapy.

3. To provide a curriculum that includes effective didactic, laboratory, behavioral and clinical instruction with delivery methods that address various learning styles.

4. To promote the importance of professional growth and lifelong learning in the physical therapy profession.

5. To ensure compliance with CAPTE, APTA, state, and federal guidelines for physical therapist assistant education.

OBJECTIVES FOR GOAL #1

- Eighty-five percent of PTA graduates will pass the state licensure exam.
- Employers' average rating of graduates will be greater than 3 out of 4 on all indicators.
- The program will graduate at least eighty percent of students in a cohort.
- Ninety percent of job-seeking graduates will be employed in the field within six months of graduation
- At the completion of the Physical Therapist Assistant (PTA) Program the entry-level graduate will be competent in the areas that are required by the Commission on Accreditation of Physical Therapy Education (CAPTE), including:

Expected Student Outcomes

1. Communicate effectively both verbally and non-verbally

2. Communicate effectively in written form

3. Demonstrate behavior consistent with respecting age, cultural, socioeconomic, and other individual differences among patients, families, and other healthcare professionals

4. Demonstrate legal, ethical and professional behavior

5. Demonstrate an understanding of the plan of care as established by the physical therapist and carry out the plan of care commensurate with the scope of practice of the physical therapist assistant

6. Demonstrate competency in data collection skills to measure patient progress within the plan of care

7. Under the supervision of a physical therapist, implement physical therapy interventions using appropriate problem-solving skills to progress a patient or adjust interventions within the plan of care

8. Report any changes in the patient's status to the supervising PT

9. Report to the supervising PT if interventions have been adjusted, intervention has not been provided due to patient status change, or intervention is beyond that which is appropriate for the PTA

10. Demonstrate safe practice in the provision of physical therapy interventions to reduce risk to patients and others

11. Educate patients and others using appropriate instruction methods that the learner understands

12. Take appropriate action in an emergency situation

13. Document relevant information about physical therapy interventions and corresponding data collection according to practice guidelines

14. Participate in discharge planning and follow-up as directed by the supervising physical therapist

15. Demonstrate fiscal responsibility by providing accurate and timely information for billing and reimbursement purposes

16. Demonstrate a commitment to lifelong learning to further develop professional knowledge and skills

17. Demonstrate an awareness of social responsibility, citizenship and advocacy, including participation in community and/or service organization activities

OBJECTIVES FOR GOAL #2

- All clinical and academic faculty will receive "above average" to "excellent" ratings 80% of the time on student evaluations.

- All academic faculty will attend at least fifteen hours of continuing education every two years that is aligned with their professional development plan.

OBJECTIVE FOR GOAL #3

- 85% of students will state that the PTA Program's classroom and lab equipment is adequate or better for their learning.

OBJECTIVE FOR GOAL #4

- 100% of graduates will state that they participate in activities that enhance their professional growth at 18 months post-graduation.

OBJECTIVE FOR GOAL #5

- The program director will be aware of all requirements to maintain compliance and will ensure that the program is in compliance with all guidelines.

CURRICULUM

Fall

BIO 101	Biology 101	4 credits
PTA 100	Introduction to Physical Therapy	1 credit
PTA 110	Patient Care Skills	3 credits
PTA 120	Modalities	3 credits
PTA 130	Functional Anatomy	2 credits
General Education Requirement*		3 credits

Spring

BIO 250	Anatomy and Physiology	5 credits
PTA 140	Measurements and Procedures	3 credits
PTA 160	Clinical Kinesiology	2 credits
PTA 165	Therapeutic Exercise	2 credits
PSY 101	General Psychology	3 credits

Summer

PTA 185	Clinical Education I	3 credits
General Education Requirement*		3 credits

Fall

PTA 255	Clinical Orthopedics	3 credits
PTA 260	Clinical Neurology	4 credits
General Education Requirement*		3 credits
General Education Requirement*		3 credits
General Education Requirement*		3 credits

Spring

PTA 265	Diseases and Dysfunctions	3 credits
PTA 270	Psychosocial Aspects of PT	1 credit
PTA 280	Clinical Rehabilitation	3 credits
PTA 285	Clinical Education II	5 credits

Summer

PTA 290	Clinical Education III	5 credits
PTA 295	Clinical Seminar	1 credit

*See catalog for Associate Degree general education requirements. (https://forms.missouriwestern.edu/registrar/ug/NUR/AAS-Physical-Therapist-Assistant.pdf)

PSY 101-2: Introduction to Psychology
Syllabus

Instructor: Russ Phillips, Ph.D.
Phone: (816) 271-5886
E-mail: rphillips2@gmail.com
Office: 217C Murphy Hall

Class Meets: MWF 12:00 – 12:50
Office Hours: MWF 10:45 – 11:45
R 4:30-6:30
(or by appointment)

Textbook (Required): Kosslyn, S.M., & Rosenberg, R.S. (Any edition works). *Fundamentals of Psychology: The Brain, The Person, The World*. Boston, MA: Allyn & Bacon.

Attendance Policy:
College prepares you for a professional job. Thus, one of my goals is to build your sense of ***professionalism***, including ***self-responsibility***. ***I expect you to be in class, on time, prepared***. It is your job and not mine to make sure that when you are late or ***miss class*** that ***your work still gets turned in on time*** or you discover what you missed that day. If you cannot make class, give the assignment to a classmate, or email it. D***o not ask me what you missed***. Get to know students in the class. Ask them what you missed, get their notes, photocopy any handouts from them. Your classmates can give you a better perspective than I what happened when you were gone – they are students, think like you. Plus it is not fair to spend time dealing with students who missed class when I can spend that time preparing for those students who are in class. ***Note that I don't allow makeup work, even for excused absences***. ***I do have enough extra credit, though, that you could earn back a few missed assignments***. I have found that extra credit is more efficient than makeup work, and with this time I save I can better prepare for future classes, for those who ARE in class. ***Please note that I must report continuous (i.e., two weeks) UNEXCUSED absences to the registrar at the beginning, middle, and end of the semester.***

You will be given an **EXCUSED ABSENCE** when:
1. You provide **WRITTEN verification** that you are either:
    a. acting as an **official representative of the university**,
    b. **severely ill, injured**, or were **in an accident**
    c. a **family member/close friend** has **died or needs your attention**

Policy on Make-Up Work: Please understand that THERE IS NO WORK ACCEPTED LATE, EVEN IF YOU HAVE AN EXCUSED ABSENCE. There are many assignments that will be collected in class. If you are not there, you do not get credit for the assignment. That is, you get a 0. So if you must miss class or show up late and there is homework to be collected that day, give your assignment to a friend or turn it in early to me.

The ONLY MAKEUP WORK I ALLOW is if:
1. You have a valid, written excuse **AND**
2a. You MISSED A QUIZ **OR**
2b. You MISSED MORE THAN ONE WEEK.

You have TWO WEEKS FROM WHEN you return to complete a paper over the work we covered in class. THE PAPER SHOULD:

1) COVER THE NOTES THOROUGHLY. Figure ROUGHLY 4-5 typed pages PER CHAPTER, (example: three chapters, that's 12-15 pages) - but you might need to go over this to be thorough.
2) Size 12 FONT, DOUBLE SPACED, no more than ONE INCH MARGINS.
3) Cover the CHAPTER(S) YOU MISSED, summarize it, IN YOUR OWN WORDS. (Plagiarizing will result in a zero). USE THE NOTES AS YOUR GUIDE.
4) Be SPECIFIC, that is, don't just tell me important words in the chapter, but DEFINE them. I will give you up to the total number of points you missed (quiz, assignments, etc.). Describe studies that are used as examples of the psychological concepts.

Course Objectives: General Studies Competencies/Social & Behavioral Sciences: Upon successful completion of Psychology 101, students should be able to meet the following state required institutional competencies for the Social and Behavioral Sciences knowledge area:

1) Explain social processes across a range of cultures;
2) Develop and communicate hypothetical explanations for human behavior with social contexts;
3) Draw on the science of psychology to evaluate contemporary problems
4) Describe and analytically compare social, cultural, or historical settings and processes other than one's own.

Note to Education Students: The National Council for the Social Sciences (NCSS) has ten thematic standards that are designed especially to assist students who are preparing to teach social studies in secondary education. These standards are: (1) culture and cultural diversity; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; (10) civic ideas and practices. *Standards 1 and 4 are typically emphasized in this course*.

Classroom Behavior: These guidelines help facilitate a learning environment for everyone.

1. Arrive early and stay until the end of the class period. It is important to allow enough time to get settled in the classroom. If you must leave early, let your professor know.
2. Avoid private conversation. Private conversations distract your classmates and your professor. Any behavior that disturbs your professor or other classmates is cause for dismissal from the classroom and other sanctions. These sanctions are specified in your Student Handbook.
3. Make sure cell phones and pagers are turned off before every class. While these devices are a convenience, they are a great distraction in the classroom.
4. Be ready for class. Do the readings prior to class.

Policy on Cheating: Students who are caught cheating, and/or knowingly furnishing false information may be reprimanded with failure of assignments, tests, the course, and the imposition of other disciplinary actions as specified in the MWSC Student Handbook.

Office Hours: Please take advantage of appointments. They are set aside so that you can clarify any questions or concerns you have about the class or to assist you if you are having difficulty with the class or a particular assignment. My goal in this course is for you to excel and learn

something useful, but this cannot be accomplished without your active participation in the learning process.

Service for Disabled Students: Students with known disabilities are encouraged to speak with Michael Ritter (mritter@missouriwestern.edu), Disability Services Office, Eder Hall Suite 202B, (816) 271-4330, to assist you in the classroom. Website: http://www.missouriwestern.edu/ds/.

Center for Academic Support: Students wishing a tutor or help with study skills can contact (816) 271-4524 or visit their office (Hearnes 213) or website: http://missouriwestern.edu/cas/.

Assistance with Stress Management/Personal Problems: Students wishing to talk with a trained professional regarding relationship issues, mental health, stress, etc. are encouraged to contact the Counseling Center at (816) 271-4327, located in Eder Hall 209, open 8 a.m to 4:30 p.m. Monday-Friday.

Course Requirements and Grades: Grades can be tallied at any point in the semester by dividing the points earned by the points possible and then multiplying by 100 to get a percent. Any extra credit points are added to the points earned (extra credit points are not added to the points possible). My grading scale:
A: 90% and above B: 80% to 89% C: 70% to 79% D: 60% to 69% F: below 60%

Requirements	What this entails	Points
Quizzes	13 at 9-12 questions, one point each Questions are mostly multiple choice, with some true/false. Questions require not only memorization but the ability to apply what was learned (e.g., Suzy cries daily, is unable to concentrate, and has ate and slept less over the past few months. Does she have depression, bipolar disorder, or schizophrenia?) THE FINAL WILL INCLUDE 12 ITEMS FROM THROUGHOUT THE SEMESTER.	140
Out-of Class Homework	5 at 5-15 points each The most common out of class assignment is the psychology journal (I'll give you a handout later). It involves typing one paragraph describing something you learned in the assigned chapter for the next week, and a second paragraph applying that idea to your life or the media. Another out of class assignment involves your choice of either participating in psychological research or reviewing a research paper (I'll give you a handout later.) This will help you understand what psychology is like. All studies have been approved by a committee to make sure your rights are respected. The website to sign up for studies is http://www.missouriwestern.edu/psychology/subjectpool.asp	35
In-Class Activities	4 at 5-10 points each At times I will have you work alone or in small groups to complete an activity during class. These activities occur during the introductory chapter, learning, stress, consciousness, development, disorders, and treatment chapters.	25

Extra Credit
You can earn up to 20 points extra credit (10 from participation/paper, 10 from extra credit quiz questions). This can mean a full letter grade increase! Here's how to earn it.

Activity	What this entails	Points
Exam Questions	10 exams each with 1 extra questions at 1 point each For each exam, there will be a question for extra credit. Answer them correctly and earn a bonus point.	10

AND one of the following two options:

Campus Psychology Participation	1 campus activity = 5 points, up to 2 campus activities Psychology students and professors regularly conduct studies that you can sign up for. All the studies are approved by a campus committee that ensures your rights will be respected. You can find out about these experiments by creating an account at http://www.missouriwestern.edu/psychology/subjectpool.asp Also, I will announce events on campus that relate to psychology (speakers, discussion panels, etc.). If you hear about something, let me know. If I deem it appropriate, we'll announce it to the class.	10
OR a Paper	up to 10 points If you do not want to participate in experiments, you can earn extra credit from writing a paper. BUT YOU CANNOT DO BOTH EXPERIMENTS AND A PAPER. The paper should be written on a psychological topic of your choosing, written in APA style (see the APA Publication Manual). It is to be 5 pages long, with at least 3 references. Talk to me BEFORE MID-TERMS about a potential topic, during office hours or after class. This is NOT something that can be done the last week or two of classes.	10

Midterm Grade Reports: The University's policy requires the reporting of midterm grades to students so that they can make informed decisions for staying or withdrawing from the class. However, these midpoint grades **do not** represent the final course grade since a significant portion of points remain to be completed. You should visit with me if you want to improve upon your midterm grade or if you received a grade of "D" or lower.

Course Outline

Below is a tentative outline. You should COMPLETE the READINGS each week BEFORE you come to class, except the first week, when you'll read as we go. HOMEWORK IS DUE BEGINNING of class.

Wk	Dates	Topics	Readings
1	1/17 - 1/20	***Mon 1/16: No Class Martin Luther King Holiday*** Introduction	K&R Ch. 1
2	1/23 - 1/27	Introduction ***Complete Experimental Methods WebCT Assessment by 1/28*** ***Intro Psych WebCT Assessment due by 1/30***	No Extra Reading
3	1/30 - 2/3	Memory ***Memory Psych Journal WebCT Assignment Due by beginning of class 1/30 Memory WebCT Assessment due by 2/6***	K&R Ch. 5
4	2/6 - 2/10	Brain/Neuroscience ***Neuroscience WebCT Assessment due by 2/13***	K&R Ch. 2
5	2/13 – 2/17	Learning ***Wed 2/15: Operant Conditioning In-Class Assignment*** ***Learning WebCT Assessment due by 2/21***	K & R Ch. 4

6	2/21 - 2/24	Stress/Health Psychology ***President's Day Off 2/20*** ***Health Psych WebCT Assessment due by 2/27***	K&R Ch. 10
7	2/27 – 3/2	Intelligence ***Intelligence WebCT Assessment due by 3/5***	K&R Ch. 6
8	3/5 - 9	Motivation & Emotion ***Motivation Journal WebCT Assignment Due by beginning of class 3/5*** ***Motivation&Emotion WebCT Assessment due by 3/19***	K&R Ch. 7
9	3/12 - 3/16	SPRING BREAK	none
10	3/19 - 3/23	Personality ***Personality WebCT Assessment due by 3/26***	K&R Ch. 8
11	3/26 – 3/30	Development ***Fri 3/30: Collect Weeklong In-Class Assignments & Last Day to Withdraw*** ***Development WebCT Assessment due by 4/2***	K&R Ch. 9
12	4/2 – 4/6	Consciousness ***Wed 4/4: Dream Diary WebCT Assignment Due by beginning of class*** ***Consciousness WebCT Assessment due by 4/9***	No Reading
13	4/9 - 4/13	Social Psychology ***Social Psych WebCT Assessment due by 4/16***	K&R Ch. 13
14	4/16 - 4/20	Disorders ***Disorders WebCT Discussion Due by beginning of class 4/16*** ***Mental Disorders WebCT Assessment due by 4/23***	K&R Ch. 11
15	4/23 – 4/27	Treatment ***Fri 4/27: Cognitive Therapy In-Class Assignment***	K&R Ch. 12
16	4/30	Catch-up Day ***4/30 : Research Participation/Review of Journal Article Due beginning of class (See WebCT Assignment)***	
17	TBA	***Causes & Treatment of Mental Disorders WebCT Assessment*** ***Cumulative Final WebCT Assessment***	

BIOLOGY 101 Principles of Biology

Welcome to Bio 101! Just as the 20th century was the century of chemistry and physics, the 21st century will be the century of biology. This is so because of the tremendous advancements in biotechnology, medicine, environmental biology (ecology) and other life science fields. Our understanding of the complexities of living systems and the nature of life continues to improve. It is, therefore, essential that all citizens become **scientifically literate** in order to understand the big, life science-based issues such as cloning, stem cell research, genetically modified crops, global warming effects, changes in biodiversity, etc., that affect their lives. It is our hope that through the various components of Bio 101 you will learn to appreciate the importance of biology in your life and you will be able to deal with biology-related problems in the future.

GOALS, LECTURE ATTENDANCE, & GRADING POLICY:

Major Goal: **To develop critical thinking skills that enable students to become scientifically literate citizens.**

General Studies Competencies: Upon successful completion of Principles of Biology 101, students should be able to meet the following state-required institutional competencies:

Skill Areas:

- Communicating: Use mathematical, statistics, standard quantitative, or various graphical methods to present information with clarity, accuracy, and precision.
- Higher-Order Thinking: 1) Analyze and synthesize information from a variety of relevant sources and use the results to address complex situations and problems. 2) Defend conclusions using relevant evidence and reasoned argument. 3) Reflect on and evaluate their critical-thinking processes.
- Managing information: 1) Access and/or generate information from a variety of sources, including the most contemporary technological information services. 2) Organize, store, and retrieve information efficiently.

Knowledge Areas:

- Mathematics: 1) Recognize and use connections within mathematics and between mathematics and other disciplines. 2) Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates. 3) Apply and use mathematical models (e.g., algebraic, geometric, statistical), to solve problems.
- Life & Physical Sciences: 1) Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions. 2) Evaluate scientific evidence and argument. 3) Describe the basic principles of the physical universe. 4) Describe concepts of the nature, organization, and evolution of natural systems. 5) Explain the effect of human interactions with natural systems.

Attendance & Grading Policy:

In order to improve student participation and learning as well as to achieve compliance with federal financial aid policies, role will be taken on a daily basis.

You will be given an **excused absence** when acting as an **official representative of the university**, provided you give prior written verification from the faculty/staff supervisor of the event. *You may also get an excused absence for **special circumstances** of sickness, accident, etc., if approved by your instructor. In this case, be prepared to submit verification if required by your instructor.*

If you are not present at the time your instructor takes roll, you are officially absent for the day.

It is the responsibility of the student to attend class regularly. To encourage good attendance, as well as to help review and develop important concepts, a minimum of 8 **quizzes/assignments** will be given throughout the semester in lecture. Anyone missing class on a quiz day, leaving class early or otherwise missing a substantial amount of the class period will receive a ZERO on the quiz for that day unless the absence is excused by the instructor. The lowest quiz/assignment score will be deleted and a quiz/assignment score average will be calculated. That average will be equal to one lecture exam score.

In addition to the final quiz/assignment score average, 4 lecture exams (the fourth one may be partly comprehensive) will be given at or near the dates specified on the lecture and lab schedule. **The total percentage points earned on the 4 lecture exams and one lecture quiz score percent average divided by five will make up 80% of your Biology 101 final grade. The remaining 20% will be determined by your lab average.**

A student must earn a passing grade (60% or higher) the lab section in order to pass Bio 101.

Your final course grade will be calculated on a percentage basis as follows:

90%	-	100%	=	A
80	-	89	=	B
70	-	79	=	C
60	-	69	=	D
0	-	59	=	F

Other course info:

Special needs students seeking to take an exam in the Disability Services Office must make arrangements with the Disability Services (http://www.missouriwestern.edu/ds/) and your instructor at least two days ahead of the scheduled exam.

Disabled and other students with special needs should contact both lecture and lab instructors personally as soon as possible. The Biology Department will make every possible effort to provide a favorable learning environment for all.

Any make up exam arrangements must be made prior to missing the exam or in the event of an emergency the exam will be taken on the **first day back in class**. Please do not call the office to report an absence except on exam days. You need to notify your lecture instructor if you are going to miss an exam.

You will need a number two pencil to take exams & quizzes. None will be provided! **You also need a "Clicker" and clicker service** to take attendance and also for quizzes, surveys and exams in some sections of Bio 101.

Your instructor will post your grades on a regular basis or hand back all assignments so that you know your academic standing in the course continuously.

LABORATORY POLICIES:

Due to the hands-on, investigative nature of the laboratory activities, it is imperative that students be active participants in the laboratory on a regular basis. Students will be expected to complete each assigned laboratory exercise and answer all assigned questions in the lab manual. There will also be other instructor assigned grading opportunities (data entry, oral presentations, quizzes, etc.) during most laboratory meetings. If your lab instructor deviates from this pattern they will explain their methodology before lab work begins. Generally speaking, approximately 60% of your lab grade will come from instructor-made quizzes and the rest will come from data entry, written answers to lab manual questions and other instructor assigned activities. Any student leaving the lab before the lab is completed without permission of the instructor will receive a zero on that weeks' grading opportunity. **The lowest lab grading score will be deleted and an average will be based on the percent of total points.** This laboratory average will count as 1/5th or 20% of the final grade for the course.
Anyone caught purposefully damaging equipment in the lab will be dismissed from the lab with a grade of "0". Points may also be deducted for failure to clean up and/or put back equipment before leaving the lab.

We have a no makeup policy for missed labs!

If you are in a lab class that has been canceled for a particular day, you are excused from that activity.

Textbook: **Essential Biology with Physiology by Simon, Reece and Dickey**

Lab Book: **Principles of Biology: A Learning Cycle Approach, 2nd Ed. by the MWSU Bio 101 Instructors**

Faculty office hours are posted on the bulletin board in the Biology Office.

Important university policies please visit the following websites for information on university policies that apply to Biology 101:

- Grade Appeal Process (Student Handbook available online at http://www.missouriwestern.edu/handbook/index.pdf, page 26)
- University Academic Honesty Policy (Student Handbook available online at http://www.missouriwestern.edu/handbook/index.pdf, page 26)
- University Attendance Policy (Western Course Catalog available online at http://www.missouriwestern.edu/catalog/academicpolicies.pdf, page 22)
- Faculty Member's Personal Attendance Policy (faculty member)
- Classroom Behavior Guidelines (Student Handbook available online at http://www.missouriwestern.edu/handbook/index.pdf, page 28

Have a great educational experience in Biology 101 this semester!

Welcome to BIO 250 Human Anatomy & Physiology

In BIO 250 you will be using a student response device commonly called a *"clicker". Clickers may be purchased at the University Bookstore. At the class website is information you will need to activate your clicker for class. We will begin using it on the second day of class so it is important to get it registered as soon as possible. It won't work unless it is activated for the class. It will be used to take attendance and to take daily quizzes and lecture exams.*

Go to the class website: ***http://academic.missouriwestern.edu/rachow***

Note the activation instructions for your clicker. If you have trouble registering your clicker, you may call eInstruction's Technical Support line at: 1-888-333-4988.
We will be using Canvas in this class. There you will find materials useful to you in the course. This packet contains the basic notes for the course. Room has been provided for additional notes from class lectures and discussions.

There is a review exam of basic chemistry and cell biology on Thursday of the first week of class. *Review the chapters in your text as well as the notes included in this packet. It is up to you to prepare yourself for this exam****. It is not easy and it counts on your grade so study for it.*** *This course requires a great deal of time and personal commitment to succeed, but if you are willing to put in the time required you will learn a lot about the human body. This is the prerequisite for several other courses in your future. Do well here and you will have a great foundation for these future courses.* ***To help you prepare for the review exam and to prepare for the course itself, I have included an online program called Get Ready for A & P. Your Access Code, Class ID as well as the web address of the Get Ready online course can be found on your class's Canvas site. There is also a workbook for Get Ready for A & P included with your course textbook and lab manual found at the University Bookstore.***

Good Luck,
TER

BIO 250 Human Anatomy & Physiology

How do I succeed in this course:

-Do well on the chemistry-cell review exam…it is not easy…you need to study for it
Historically, 60% of students in BIO 250 get a D or F on the review exam. The final course grade distribution for those students looks like this:
A - 0.49%
B - 10.8%
C - 43%
D – 27.5%
F – 18.2%
The 40% of students with C or better on the review exam have final course distributions like this:
A – 18.8%
B – 47.4%
C – 28.7%
D – 3.3%
F – 1.8%
-Periodically, review the chemistry-cell material…it keeps coming up all through the course
-Study every day, not just before exams
-Review previous material…it is still relevant to what we are doing now
-Review what we talked about yesterday in lecture so you are prepared for today
-Form a study group to discuss, review and rehearse the material
-Study the lab materials for the lab exams…there is no substitute for handling the actual test material
-Learn Latin and Greek singular and plural endings; Latin and Greek noun and adjective endings
-Practice spelling the anatomical terms we use in lab…spelling counts 50% on lab exams
-Use the web links on WebCT to practice taking quizzes available there
-STUDY EVERY DAY…regular small doses of study will stay with you much longer than a massive dose before the examRevised 5/21/12 This document supersedes all previous versions

Table of Contents:

1. Welcome to BIO 250

2. Class Syllabus

3. Academic Honesty/Attendance Policy

4. Notes for Chemistry/Cell Biology Review Exam

5. Notes for Lecture:

6. Human Organism

7. Cell Membranes

8. Integumentary System

9. Skeletal System

10.Muscular System

11. Nervous System

12. Sense Organs

13. Endocrine System

14. Blood

15. Cardiovascular System

16. Respiratory System

17. Urinary System

18. Digestive System

19. Reproductive System

Revised 2/1/12 This document supersedes all previous versions

Missouri Western State University
COURSE SYLLABUS

Division of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 100 Introduction to Physical Therapy — Location: JGM 306
Course Lecture/Lab Hours: 1 lecture
Instructor: Maureen Holtz, DPT — Office: Kit Bond Incubator
Office Hours: TBD

COURSE OVERVIEW

Introduction to physical therapy and to the role of the physical therapist assistant, including function of the PTA and of the health care team, history of medical care and physical therapy, legal and ethical standards, cultural sensitive care and communication.

Text/Materials - Required:

• Holly Clynch. The Role of the Physical Therapist Assistant: Regulations and Responsibilities, 2nd edition. FA Davis publisher, 978-0-8036-2562-4.

Carol Davis. Patient Practitioner Interaction, 6th edition. Slack publisher, 978-1-55642-99-41.

Recommended:

• Gabard, Donald and Martin, Mike. Physical Therapy Ethics, 2nd edition. F.A.Davis, 2011, 978-0-8036-2367-5.

KEY COURSE QUESTIONS

1. What is PT? What is a profession?
2. Where did PTs come from (history)? Why is an understanding of the history of physical therapy important?
3. Why PTAs? Describe the role of PT vs. PTA vs. PT tech.
4. How do we interact with other members of the health care team? What are their roles?
5. What role does/will the APTA play in our practice?
6. What are the rules that govern physical therapy practice? Why are the rules that govern our practice important to know?
7. How do we get paid for what we do?
8. What challenges do we face and how do we equip ourselves to handle them (communication, ethical dilemmas, cultural sensitivity, documentation, time management, etc.)

COURSE OBJECTIVES

1. Students will discuss the scope of physical therapy practice.

2. Students will define profession.

3. Students will consider, after spending time in observation, the characteristics of successful PTAs, the places they work, the type of patients they see and activities they engage in, and the kinds of treatments and equipment they use.

4. Students will describe the history of physical therapy and the significance of the polio epidemic and World War I to the profession. Within that history the student will discuss the factors that led to the development of the physical therapist assistant.

5. Students will use the Problem Solving Algorithm to describe the relationship of the PTA to the PT, in terms of roles, rights and responsibilities.

6. Students will form a connection to the American Physical Therapy Association, and their state physical therapy association.

7. Students will demonstrate an understanding of the rules that impact our profession, and specifically the Missouri state practice act.

8. Students will compare and contrast the practice act of Missouri to one other state, using online resources.

9. Students will demonstrate an understanding of the other members of the health care team and their roles.

10. Students will demonstrate a basic understanding of insurance regulations and reimbursement issues relevant to physical therapy practice.

11. Students will describe basic factors in successful communication, verbally and non-verbally, including active listening and "I" messages.

12. Students will describe how cultural differences affect patient perceptions of health and illness, and impact the outcomes of treatment.

13. Students will describe the 5 step approach of solving an ethical dilemma, and demonstrate an ability to utilize this approach to solve a given ethical dilemma.

GRADING

Grades will be based on these **assignments for a total of 75%** of your grade:

1.	Completion of online bio.	5%
2.	Four- paragraph essay completed after observation.	10%
3.	Assignment on matching equipment in PT gym with patient goals.	5%
4.	Professional meeting assignment.	10%
5.	Ethical dilemma discussion and paper.	10%
6.	Completion of cultural interview and one page description of what you learned.	10%
7.	Effective vs. ineffective communication summary.	5%
8.	Discussion of Village of 100 and Project Implicit findings	10%
9.	Journal entry on practice act comparisons.	10%

In addition:
You will have 3 quizzes worth a total of 10% of your grade.
You will have 5 discussion questions worth a total of 5% of your grade.
You will have to post at least 12 replies to the discussion threads for 10% of your grade.
Grade assigned will be as follows: 93-100=A, 85-92=B, 77-84=C, below 77=F

TIME COMMITMENT

You should plan to spend 2-3 hours per week on the course requirements. Lessons may be linked to assignments, quizzes, discussion threads, group work and chats. Assignments are to be turned in on or before the due date. Grade on assignments will be reduced by 10% per day for every day an assignment is late. Participation will be part of your grade.

There are seven times that we will meet as a class. It is important to attend the class sessions that we have, as they help to keep you on track.

Two assignments in this class will require you to do things away from your computer. You will be observing physical therapy in a local hospital or clinic, and you will be interviewing a person from another country or culture. You are encouraged to also attend a meeting of the Northwest District of the Missouri Physical Therapy Association.

Ten-percent of your course grade is based on participation in discussion threads. I will expect to see a total of at least 12 "reply" postings, plus your original responses to discussion questions.

YOUR EXPECTATIONS OF ME

☞ I will check my email every day, if possible. If you communicate with me by email, I will respond as quickly as possible, but please give me several business days to respond. My email address is raffen@missouriwestern.edu. You can reach me by phone at 816-271-4251.

If you have problems with the system you can send an email to help@missouriwestern.edu. If you are not able to log in to Canvas or certain tools in Canvas don't work, contact the Information Technology Office Help Desk at (816) 271-4555. For all other questions regarding Canvas and your courses, contact the IMC at (816) 271-5880. If a problem occurs during a test situation, do not panic. Call me the following work day, and we'll take care of it.

Students with Disabilities

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center (ARC) in Eder Hall, room 203N or visit the ARC website at https://www.missouriwestern.edu/arc/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination, and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and University policy prohibit harassment, discrimination, and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination, and sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/student-handbook/) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/ .

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

AUDIO OR VIDEO RECORDING DURING CLASS

The course materials that I author, including, but not limited to, Power Point slides, Panopto recordings, Canvas screen shots, class hand-outs, web-based and social media content and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use. Students are not allowed to record course proceedings, publicly reproduce, or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

Missouri Western State University

COURSE SYLLABUS
College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

PTA 110 Patient Care Skills

Course Hours: 2:00-4:30 pm Mon. & Wed.
Location:
Instructor:
Office: JGM 309
Office Hours:

Credit Hours: 3

Telephone: 816.271.5996
E-mail:

Text/Materials: Required:

- Johansson, C., et. al. (2012). *Mobility in Context.* Philadelphia: F.A. Davis.
- Bircher, Wendy. (2013). *Documentation for Physical Therapist Assistants (4th ed.).* Philadelphia: F.A. Davis.
- Cameron, Michelle and Monroe, Linda. (2011). *Physical Rehabilitation for the Physical Therapist Assistant*. St. Louis: Elsevier.
- 2019 Course Notes Packet

Recommended:

- Bottomley, Jennifer. *Quick Reference Dictionary for Physical Therapy, 3rd ed.* NJ. Slack Inc. 2013

Course Objectives

Upon completion of this course the student shall be able to:

1. Integrate the seven core values of professional behaviors into classroom and lab activities.
2. Demonstrate orientation to medical records and documentation.
3. Accurately obtain readings of pulse rate, blood pressure, and respiratory rate.
4. Demonstrate an understanding of aseptic techniques and standards precautions.
5. Demonstrate correct positioning and draping of lab partner.
6. Demonstrate knowledge of wheelchair use including handling and fitting.
7. Describe and demonstrate selected types of lifts and transfers.
8. Describe normal gait using.
9. Demonstrate the proper use of selected ambulatory assistive devices.
10. Discuss effects of functional disability on activities of daily living.
11. Demonstrate basic ROM of upper extremity and lower extremity.
12. Describe and discuss equipment that is found in patient care environments that is not directly related to the delivery of physical therapy.
13. Demonstrate knowledge of basic first aid techniques.
14. Demonstrate knowledge of OSHA guidelines.

PERFORMANCE OBJECTIVES AND STUDENT COMPETENCIES

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

1. Integrate the seven core values of professional behaviors into classroom/lab activities.
    - 1.1 Integrate the seven core values of professional behaviors into classroom/lab activities. This includes effective verbal and non-verbal communication
    - 1.2 Demonstrate understanding using language that is people first.
    - 1.3 Demonstrate ability to collect and report data, and provide interventions as requested by supervising physical therapist or per plan of care, understanding that changes in patient status should be reported to the physical therapist.
    - 1.4 Demonstrates ability to make adjustments to interventions, including stopping treatment, and asking for clarification before beginning, based on plan of care and then communicates with supervising physical therapist.
    - 1.5 Discuss the importance of core values and professional behaviors to their professional growth, to the profession, and to society.
    - 1.6 Discuss the Guide to Physical Therapist Practice in relation to the role of the Physical Therapist Assistant and the Physical Therapist.
    - 1.7 Complete a self-assessment at the beginning of the semester developing goals to address areas needing improvement.
    - 1.8 Begin working on a professional portfolio that includes goals and a minimum of two components completed by the end of the semester
    - 1.9. Demonstrate safety awareness in the lab at all times.

2. Demonstrate orientation to medical records and documentation.
    - 2.1 List the general categories of information found in a medical record.
    - 2.2 Demonstrate where you would find selected information in medical record.
    - 2.3 Discuss styles of documentation.
    - 2.4 Discuss the legal implications of documentation
    - 2.5 Discuss the implications of HIPAA to the practice of physical therapy.
    - 2.6 Discuss SOAP format.
    - 2.7 Demonstrate ability to determine the information that goes into each part of a SOAP note.
    - 2.8 Discuss the difference between skilled care and maintenance.

3. Demonstrate ability to collect data for vital signs including, pulse, blood pressure, respiratory rate, pain and other indicators of physiological status, pulse oximetry, gait speed, and cognitive orientation.
    - 3.1 Describe the techniques used to obtain pulse rate, blood pressure and respiratory rate, temperature and assess pain
    - 3.2 Locate the following arterial pulses: temporal, carotid, brachial, radial, popliteal, and dorsal pedal.
    - 3.3 Describe normal range of pulse, blood pressure, and respiration and temperature for all age groups.
    - 3.4 Demonstrate ability to collect and report data regarding vital signs as requested by physical therapist or per plan of care.
    - 3.5 Discuss the rationale for assessing vital signs.
    - 3.6 Discuss effect of exercise on blood pressure, pulse rate and respiration.
    - 3.7 Discuss other influencing factors on vital signs including changes in position.
    - 3.8 Accurately compute maximum heart rate and target rate on a lab partner.
    - 3.9 Recognize purpose of target heart rate for exercise intervention.

3.10 Compare results of vital signs taken by members of the group discuss differences.
3.11 Produce results in skill checks within a set margin of difference.
3.12 Demonstrate ability to document vital signs.
3.13 Discuss the use of standardized scales to determine a patient's pain level.
3.14 Collect data about oxygen saturation using a pulse oximeter.
3.15 Identify the meaning of phrase "Alert and Oriented x4."
3.16 Discuss the relationship of changes in gait speed to physiological changes.

4. Demonstrate an understanding of aseptic technique and standard precautions.
4.1 Demonstrate correct donning, doffing and disposal of gloves, gown, mask.
4.2 Describe standard precautions.
4.3 Demonstrate proper hand-washing technique.
4.4 Discuss types of isolation and precautions necessary for each.
4.5 Discuss disposal of biohazardous materials.
4.6 Discuss cleansing and sterilization of equipment.
4.7 Discuss creation of sterile field.

5. Demonstrate correct technique in positioning and in draping of lab partner.
5.1 Demonstrate ability to effectively palpate, locating bony landmarks.
5.2 Demonstrate positioning and draping of patient in all positions (supine, prone, side lying, and sitting) that shows understanding of patient protection, comfort and proper alignment.
5.3 Apply appropriate body mechanics and techniques for safe patient turning.
5.4 Demonstrate understanding of effects of immobilization and body position of various body systems.

6. Demonstrate knowledge of wheelchair use including handling and fitting.
6.1 Demonstrate wheelchair locking, removal of arm rests, leg rests, brake extensions and elevation of leg rests.
6.2 Position lab partner in wheelchair utilizing proper positioning principles.
6.3 Describe effect of architectural barriers on mobility in a wheelchair.
6.4 Demonstrate maneuvering wheelchair around obstacles.
6.5 Identify the parts of a wheelchair.
6.6 Discuss different types of wheelchairs.
6.7 Demonstrate the ability to set up a wheelchair correctly for a given patient condition, considering seat width, seat depth, seat height, back height, arm rest height and foot rest length.
6.8 Utilize appropriate accessories to optimize patient comfort, positioning, and safety.
6.9 Demonstrate ability to teach patient, family and caregivers about how to use the wheelchair, including progression of activities, care for the wheelchair, and safety in the wheelchair including integumentary concerns.
6.10 Demonstrate ability to collect and report data regarding wheelchair fit and mobility training as requested by physical therapist or per plan of care.

7. Describe and demonstrate selected types of lifts and transfers
7.1 Apply appropriate body mechanics for safe patient transfers.
7.2 Describe dos and don'ts of body mechanics.
7.3 Identify use of body mechanics by self and classmates during course labs.
7.4 Use the correct transfer technique for a specified set of conditions.
7.5 Describe and be able to apply the appropriate transfer techniques under conditions of

the following assistance levels: stand by (SBA), SBA with verbal cueing, contact guard (CGA), minimum (min A), moderate (mod A), maximum (max A), maximal assist of two people (max A x 2), total assist and independent (I).

7.6 Describe and apply the following transfer techniques: sit pivot, standing pivot, sliding board and dependent transfer, with various amounts of assist.

7.7 Demonstrate efficient and safe preparation for transfers, including attention to wheelchair position and brakes, patient comfort, draping and positioning.

7.8 Demonstrate efficient and safe completion of transfers.

7.9 Describe and demonstrate the following levels of weight bearing during patient transfer: non-weight bearing, partial weight bearing, weight bearing as tolerated, full weight bearing.

7.10 Demonstrate proper techniques with a two person lift to a chair, and a three person carry to a plinth.

7.11 Demonstrate ability to collect and report data regarding lifts and transfers as requested by physical therapist or per plan of care.

7.12 Demonstrate the ability to instruct a lab partner in the use of a sliding board.

7.13 Demonstrate ability to document transfer information.

8. Describe normal gait.

8.1 Describe phases of normal gait using traditional terminology.

8.2 Describe position of body segments in each phase of normal gait.

8.3 Discuss step length, stride length, cadence, and base of support

9. Demonstrate the proper use of selected ambulatory assistive devices.

9.1 Discuss indications for selection of assistive device.

9.2 Choose and fit appropriate assistive device for conditions given.

9.3 Describe and demonstrate the following levels of weight bearing during gait: non-weight bearing, touch weight bearing, partial weight bearing, weight bearing as tolerated, and full weight bearing.

9.4 Demonstrate appropriate guarding of lab partner on level and uneven surfaces, on stairs, and through doorways.

9.5 Demonstrates ability to discuss safety factors relevant to gait training with assistive devices.

9.6 Discuss assistive device progression.

9.7 Discuss care of assistive devices.

9.8Describe effect of architectural barriers on mobility with assistive devices.

9.9 Demonstrate ability to provide education regarding care and use of devices, weight bearing, gait patterns, gait progression, and integumentary concerns that need to be monitored.

9.10 Demonstrate ability to collect and report data regarding gait training with assistive devices as requested by physical therapist or per plan of care.

9.11 Demonstrate ability to document objective information concerning gait training with an assistive device.

10. Discuss effects of functional disability on activities of daily living.

10.1 Integrate knowledge about ADA and utilization of wheelchair and crutches in the home and community to recognize issues of accessibility.

10.2 Discuss physical and psychological issues that occur with the use of assistive devices.

10.3 Demonstrate knowledge of measurements of various architectural features that are

correct for accessibility.

10.4 Describe results of home survey and suggest improvements.

11. Demonstrate basic ROM of upper extremity and lower extremity.
    - 11.1 Define passive, active assistive, and active ROM.
    - 11.2 Demonstrate passive ROM of all extremity joints and the neck.
    - 11.3 Describe importance of maintaining ROM.
    - 11.4 Identify normal and abnormal end feels.

12. Describe and discuss equipment that is found in patient care environments that is not directly related to the delivery of physical therapy.
    - 12.1 Describe the management of tubes that may be attached to the patient during patient treatment including: urinary catheter, hemovac, IV, etc.
    - 12.2 Describe the precautions necessary when treating patients that have special equipment attached.
    - 12.3 Describe the types of beds that can be found in the health care environment.
    - 12.4 Demonstrate ability to transfer partner to and from hospital bed with various lines attached in small group activity with feedback from peers.

13. Demonstrate knowledge of basic first aid and BLS techniques
    - 13.1 Successfully complete First Aid and BLS certification course.
    - 13.2 Discuss application of knowledge to physical therapy setting.

14. Demonstrate knowledge of OSHA guidelines.
    - 14.1 Read "Clinical Orientation Manual" and successfully complete test with at least 90% correct.
    - 14.2 Discuss application of OSHA guidelines to physical therapy treatment.

COURSE POLICIES

Grading Policies and Procedures: Grading will include participation, assignments, skill checks, lecture and lab quizzes, a midterm, and a final.

1 Midterm	=	20%
1 Final	=	25%
Assignments*	=	10%
Quizzes	=	10%
1 Paper	=	5%
5 Skill checks**	=	20%
Comp Skill check	=	5%
Professional Behavior***	=	5%

Final grades will be determined as follows: A= 93-100, B= 85-92, C= 77-84, D and F below 77.

*Assignments turned in after the class period on the date due will be graded down one letter grade per day late.
**A minimum score of 85% on each skill check is considered passing. You will be given three attempts to pass any skill check. On your second attempt, your assigned score will be .85 x your earned score. On third take, your assigned score will be .7225 x your earned score. You must pass every skill check to pass the course.
***This includes commitment to learning, interpersonal skills, communication skills, effective use of time and

resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management and completion of portfolio requirements for the semester.

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in all class activities.	Participates in less than 50% of class time. Arrives to class > 10 minutes late on more than 1, but less than 3 occasions OR has one excued absence in the semester.	Arrives to class more than 5 minutes late on more than 3 occasions OR has two unexcused absences.	Arrives to class more than 5 minutes late on more than 6 occasions OR has three unexcused absences a semester.	Arrives to class more than 30 minutes late on more than one occasion OR is absent from class on 4 days out of the semester.	Is late by more than 10 minutes over 50% of the semester OR is absent for 5 days out of the semester.

Laboratory Classes

Students are expected to keep lab clothes in a locker in the locker room adjacent to the lab. Students are expected to wear appropriate clothing for the activities planned. Refer to the dress code in the PTA Handbook. Not wearing lab clothes on lab days will affect the student's participation grade. If there is a lecture prior to lab, students will be given time between lecture and lab to change clothes. If the class is meeting in the lab, students will be expected to be in lab clothes at the start of class. Failure to do so will affect the participation grade for the day.

Skill Checks

Skill checks will be completed after content is taught. Sign-up sheets will be posted. Deadlines for each skill check will also be posted. Failure to complete a skill check by the deadline will result in failure of the first attempt. The second attempt of any skill check must be arranged with the faculty member who teaches the class. Many skill checks require a partner. It is the student's responsibility to arrange to have a partner available for the skill check. A student having a valid reason for missing a scheduled skill check/lab practical and who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

Grade Appeal Process

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor delegated by this University. The grade appeal procedure is available for the review of allegedly capricious grading or clerical error by the instructor and not for the purpose of evaluating the student's academic excellence in any particular course. The Student Due Process Procedure is described in the MWSU Student Handbook of Rights and Responsibilities:
https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Attendance and Test Policy

University policy, as stated in the MWSU Student Handbook:

> Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.

Expectation Regarding Class Attendance: Regular attendance is required. Students who must miss class due to a university sanctioned event or who are acting as a representative of the university or department must communicate with their instructors as soon as they are aware of a need to miss class/clinical.

Expectations Regarding Absences: Absences must be reported to the instructor ***prior to*** the scheduled class or clinical meeting time. Refer to the attendance policy is outlined in the PTA Student Handbook.

Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The make-up exam may be in essay form. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Emergency Campus Closing Policy

Missouri Western State University will close only in extraordinary circumstances. If the University is to close due to weather/road conditions, the decision will be made as follow: Daytime Closing-normally the decision will be made by 6:00 a.m.; Evening Closing- normally the decision will be made by 4:00 p.m. Any closing of the University will be broadcast on the following stations: KCMO Radio (71 AM* and 95 FM), KKJO Radio (105.5 FM), KFEQ Radio (68 AM), KSJQ Radio (92.7 FM), WDAF Television (Channel 4), KQTV (Channel 10). If closings are not reported on the aforementioned stations, it should be assumed the University is open. It should be noted the University Administration will take several factors into consideration when making the decision to close the University due to weather/road conditions. Therefore, it cannot be assumed the University will close when area schools are closed. Notification will also be posted on Missouri Western's web page.

Emergency Procedures

Students may sign up for the Griffon Alert Emergency Notification System for Missouri Western State University. The system is activated by the Missouri Western Police Department and is designed to be used for emergencies on campus that affect or could affect multiple persons and or cause significant infrastructure or property damage. Please see the website for additional information:

https://www.missouriwestern.edu/griffonalert/

Academic Honesty and Due Process
Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Cheating on exams or other class assignments (including quizzes), plagiarism, knowingly furnishing false information in either classroom or in clinical constitutes a violation of the Academic Honesty Policy as stated in the MWSU Student Handbook of Rights and Responsibilities. Violations of this policy are grounds for dismissal from the course or program.

The following is the *PTA Program* policy on academic dishonesty:
Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. See PTA Student Handbook for more information.

Accessibility Policy
If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center (ARC) in Eder Hall, room 203N or visit the ARC website atarchttp://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice.
Missouri Western is an equal opportunity/affirmative action institution.

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There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Audio/Video Recording in Class and or Lab
It is vitally important for Missouri Western State University to foster and maintain an educational environment that promotes free discussion, inquiry and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which Missouri Western State University has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights with responsibility.

The content of any lecture/class presentation remains the intellectual property of the person delivering the session. Students may make audio or video recordings of course activity only with permission of the faculty member conducting the course. If the student believes it is necessary to record sessions due to a disability or needs additional assistance, the student must first contact Missouri Western's Accessibility Resource Center to establish such need. By virtue of this policy, all students and attendees in any classroom setting or university presentation are placed on notice that they may be recorded or taped, both photographically or audio based.

Any and all recordings of lectures or class presentations are authorized solely for the purpose of the student's individual or group study with other students enrolled in the same class. Such recordings may not be reproduced or uploaded to publically accessible web environments. Recordings of classes or course material may not be exchanged or distributed for commercial purposes, for compensation or for any other purpose other than study by students enrolled in the present class. Students must delete all recordings and tapes at the end of the course.

Please note that materials used in the classroom or online presentations (video, graphic, photographic, etc.), web-based and social media may also have their own copyright. While presentations and displays are generally allowed when reproduced in the classroom, copyright law does not extend the privilege to second-level reproductions. Any violation of this policy may subject a student to disciplinary action under the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University and/or punishment under Federal or State Privacy, Intellectual Property or Copyright Law.

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Missouri Western State University

COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

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Telephone: 816.271.4251

Course: PTA 120 Modalities (3 cr. hours) **Location:** JGM 305/306
Course Lecture/Lab Hours: Tuesday-Thursday 1:30-3:50 pm.
Instructor: Maureen Raffensperger, PT, DPT, OCS Office: JGM 304C
Office Hours: Monday 1pm-3pm, Wednesday 12pm-3pm, or by appointment
Text/Materials:
Required:

- Behrens, Barbara and Sue Michlovitz, Physical Agents, Theory and Practice, 3rd edition, FA Davis, 2014, isbn 9780803638167

- Lecture handouts

.
Recommended:

- Tappan, Francis, Handbook of Healing Massage Techniques, 5th edition. Pearson, 2009. Isbn: 9780135142233

Course Overview: Clinical modality interventions, including thermal modalities, electrical modalities, hydrotherapy and compressive modalities. Soft tissue interventions for patients with edema, wounds, burns, and vascular pathologies.

Prerequisite: Admission into PTA Program. Taken concurrently with PTA 110 and PTA 130.

KEY COURSE QUESTIONS

Course Questions: The following questions will guide this course:

1. Why is an understanding of the physiological effect of heat, cold, water, electricity, light, sound, massage, and compression important?
2. Why would you choose heat vs. cold vs. contrast heat/cold in patient treatment when a thermal modality is indicated?
3. How do we choose the optimal modality?

4. How does an understanding of the stages of healing effect modality choice?
5. How would you differentiate between various types of electrical stimulation?
6. What are the important considerations in use of massage as a patient treatment?
7. What are the basic principles in setting up a patient treatment, carrying it out, and terminating the treatment?

COURSE OBJECTIVES

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

COGNITIVE:

1. Describe the uses of modalities to speed healing, decrease pain, change tone, and alter tissue extensibility.
    - 1.1 Describe the stages of inflammation/healing, including important events occurring at each stage.
    - 1.2 Describe how pain is perceived, objectified and modulated.
        - 1.2.1 Describe type and location of pain receptors, types of afferent nerves involved, pathways and modulation.
        - 1.2.2 Describe how stress, anxiety, fatigue, suggestibility, degree of arousal, focus of attention, previous emotional/psychological experiences, cultural mores, position, and secondary gain may influence perception of pain.
        - 1.2.3 Describe pain assessment techniques, including use of standardized pain questionnaires, a pain scale, and a visual analog scale.
        - 1.2.4 Describe the mechanisms of modulation of pain, including the gate theory and the endorphin theory.
        - 1.2.5 Describe treatment approaches for a variety of sources of pain.
        - 1.2.6 Describe the differences between acute and chronic pain, and treatment approaches to both.
    - 1.3 Define muscle tone, and the 0-4 scale used to measure tone.
    - 1.4 Discuss potential causes of limitation in passive ROM, and how these present.

2. Describe the anatomy and functions of the skin.

3. Describe methods for observing skin, including sensation, color, and integrity.
    - 3.1 Describe basic indicators of skin condition: color, trophic condition, edema, integrity, etc.

4. Discuss the inflammatory response.

5. Discuss indications, precautions, contraindications, mechanism of action, therapeutic effect, appropriate applications, expected outcomes, and factors to consider in choosing one agent over another, for each of the following physical agents:
    - 5.1 Hot packs
    - 5.2 Paraffin

5.3 Fluidotherapy
5.4 Cold packs
5.5 Ice massage
5.6 Ultrasound
5.7 Light therapy
5.8 Ultraviolet
5.9 Diathermy
5.10 Hydrotherapy
5.10.1 Whirlpool
5.10.2 Therapeutic pool
5.11 Contrast baths
5.12 Compression
5.13 Electrical stimulation
5.13.1 Iontophoresis
5.13.2 Neuromuscular Electrical Stimulation (NMES)
5.13.3 Functional Electrical Stimulation (FES)
5.13.4 Electrical Stimulation for Tissue Repair (ESTR)
5.13.5 High Volt Pulsed Current (HVPC)
5.13.6 Transcutaneous Electrical Nerve Stimulation (TENS)
5.13.7 Premodulated stimulation
5.13.8 Interferential stimulation
5.14 Soft tissue mobilization
5.14.1 Massage
5.14.2 ASTYM
5.14.3 Lymphedema massage
5.14.4 Myofascial release
5.15 Spinal traction

6. Demonstrate understanding of wounds and wound care.
   6.1 Identify contributing factors to wound development.
   6.2 Identify precautions for dressing removal.
   6.3 Discuss the use of hydrotherapy and pulsed lavage in wound cleansing.
   6.4 Discuss selected topical agents used on wounds, including cleansers, creams, moisturizers, ointments and sealants.
   6.5 Discuss vacuum assisted closure (wound VAC).
   6.6 Recognize viable vs. non-viable tissue.
   6.7 Discuss debridement including non-selective and selective debridement, including enzymatic debridement.
   6.8 Document objective component of simulated wound care skill check.

7. Given a plan of care, read documentation including initial examination and goals. Note indications, contraindications, precautions and safety considerations for the patient. Note goals, and seek clarification from the PT as needed.

8. Discuss electrical equipment safety.
    8.1 Discuss what to do if equipment does not seem to be working properly.
    8.2 Discuss minimum biomedical equipment safety inspection requirements.

9. Describe positions that would reduce wound pressure for a given wound location.

PSYCHOMOTOR:

1. Perform methods for assessing skin sensation, color, and integrity.
    1.1 Perform sensation testing, including light touch, pressure, and hot/cold temperature sensation prior to performing a modality intervention. Recognize absent or altered sensation.
    1.2 Inspect the skin for integrity prior to performing a modality intervention.
    1.3 Inspect the skin for other abnormal findings: redness, edema, discoloration, abnormal hair growth, etc. prior to performing a modality intervention. Recognizes normal vs. abnormal integumentary findings.

2. Demonstrate proper application of each of the following modalities:
    2.1 Hot packs
    2.2 Paraffin
    2.3 Fluidotherapy
    2.4 Cryotherapy
        2.4.1 Cold packs
        2.4.2 Ice massage
        2.4.3 Vapocoolant spray
    2.5 Ultrasound
    2.6 Hydrotherapy
        2.6.1 Whirlpool
        2.6.2 Contrast baths
    2.7 Intermittent compression
    2.8 Compression garment fitting
    2.9 Ace wrapping
    2.10 Transcutaneous Electrical Nerve Stimulation (TENS)
    2.11 Premodulated stimulation
    2.12 Interferential stimulation
    2.13 Neuromuscular Electrical Stimulation (NMES)
    2.14 Electrical Stimulation for Tissue Repair (ESTR)
    2.15 Iontophoresis
    2.16 High Volt Pulsed Current (HVPC)
    2.17 Massage
    2.18 Spinal traction

3. Demonstrate an understanding of the PT/PTA team dynamics.
    3.1 Demonstrate an understanding of when to notify the PT.

3.2 Demonstrate an understanding of the scope of practice of the PTA.
3.3 Demonstrate an understanding of when a treatment should not be provided due to changes in patient status, and to notify the supervising PT.
3.4 Demonstrates an ability to adjust the interventions within the POC in response to patient clinical indications and report this to the supervising physical therapist.

4. Demonstrate the ability to observe and describe the patient's reaction to modality intervention.
    4.1 Observe a patient pre- and post-intervention.
    4.2 Observe and describe changes including swelling, pain, range of motion (ROM), strength, tone, muscle spasm, and skin appearance.

5. Demonstrate effective wound care techniques.
    5.1 Safely remove wet, wet-to dry, and wet-to-moist dressings.
    5.2 Observe and describe wound conditions including drainage and bleeding.
    5.3 Measure a wound and describe wound physical characteristics.

6. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

1. Integrate the seven core values of professional behaviors into classroom/lab activities.

2. Determine the response to a physical agent intervention:
    2.1 Interview lab partner and accurately interpret verbal and nonverbal responses.
    2.2 Identify secondary effects or complications caused by the intervention.
    2.3 Determine the outcome of the intervention by data collection and functional measurement.

3. Given a plan of care, perform a modality intervention, including choosing the optimal physical agent, properly applying the agent, and assessing the response to the intervention.
    3.1 Use clinical problem solving skills.
        3.1.1 Determine if patient is safe and comfortable with the intervention, and if not, determine appropriate modifications. Notify the supervising physical therapist.
        3.1.2 Compare results of intervention to previously collected data and determine if there is progress toward the established goals, and notify the supervising physical therapist.
        3.1.3 Determine if modifications to the intervention are needed to improve patient response, and if so, notify the supervising physical therapist.
    3.2 Modify the intervention to improve response.
        3.2.1 Determine modifications that can be made to the intervention within the plan of care.

3.2.2 Communicate with the physical therapist when modifications are outside the POC, scope of PTA practice, or personal scope.
3.2.3 Select and implement the modification.
3.2.4 Determine outcomes from modification.

4. Demonstrate safety awareness in the lab at all times.
   4.1 Demonstrate electrical equipment safety awareness.

Grade Policies and Procedures: Grading will include skill checks, lecture quizzes, assignments and a midterm and final examination.

2 Lecture tests	=	40% total
Final	=	25%
14 Skill checks	=	20% total
Final comprehensive skill check	=	10%
Professional behaviors	=	5%

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Skill checks:

Skin sensation, hot packs
Paraffin, fluidotherapy
Ultrasound
Hydrotherapy, contrast baths
NMES, high volt, VMS or iontophoresis (1of these)
Interferential stim, premod or TENS (1 of these)
Cold packs, ice massage
Massage, intermittent compression
Wound care
Final comprehensive skill check

Professional Behaviors

The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. Maximum points in this category are 5. This accounts for 5% of your grade. The rubric for assigning points is as below:

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in all class activities.	Participates in less than 50% of class time. Arrives to class > 10 minutes late on more than	Arrives to class more than 5 minutes late on more than 3 occasions OR has two	Arrives to class more than 5 minutes late on more than 6 occasions OR has three	Arrives to class more than 30 minutes late on more than one occasion OR is	Is late by more than 10 minutes over 50% of the semester OR is absent for 5 days out

		1, but less than 3 occasions OR has one excued absence in the semester.	unexcused absences.	unexcused absences a semester.	absent from class on 4 days out of the semester.	of the semester.

Academic Dishonesty Policy and Due Process

The following is the *University* policy on academic dishonesty:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

Violations of Academic Honesty
Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

The following is the *PTA Program* policy on academic dishonesty:
Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. See PTA Student Handbook for more information.

Make-up Exam/Assignment Policy

Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The make-up exam may be in essay form. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Students with Disabilities

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at http://www.missouriwestern.edu/ds/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Attendance Policy

In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

A NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and University policy prohibit harassment, discrimination, and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination, and sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/student-handbook/) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential

resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/ .

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

AUDIO OR VIDEO RECORDING DURING CLASS

The course materials that I author, including, but not limited to, Power Point slides, Panopto recordings, Moodle screen shots, class hand-outs, web-based and social media content and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use. Students are not allowed to record course proceedings, publicly reproduce, or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

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Missouri Western State University

COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 130 Functional Anatomy Location: Murphy 305
Course Lecture/Lab Hours: 10-11:50 WF
Instructor: Maureen Holtz Office: Murphy
Office Hours: __________________ or by appointment

Text/Materials
Required:

Course handouts.

Biel, A. Trail Guide to the Body: How to locate muscles, bones and more. 4th edition. Books of Discovery. 2010, isbn #978-0-9826-6340-0.

Biel, A. Trail Guide to Movement: Building the Body in Motion. Books of Discovery. 2015, isbn #978-0-9914666-2-7.

Biel, A. Trail Guide to the Body Student Workbook. 5th edition. Books of Discovery. 2014, isbn #978-0-982986-6-5.

Recommended:

Musculino, JE. Kinesiology: the skeletal system and muscle function. 2nd edition. Elsevier, St. Louis, MO, 2011. Isbn#978-0-3230-6944-1.

Course Overview: Introduction to the principles of physics as they relate to movement, including levers and force vectors. Surface anatomy, introduction to musculoskeletal structure and function. Introduction to medical terminology. To be taken concurrently with PTA 110 and PTA 120. Prerequisite: Admission into the PTA program.

KEY COURSE QUESTIONS

1. How does an understanding of physics help us understand the function of the musculoskeletal system?
2. How does the line of pull help us to determine the major action of a muscle?
3. Why is an understanding of the origin, insertion and action of each muscle important in physical therapy?
4. Why is an understanding of surface anatomy important to practice as a PTA?
5. What consistent terminology do we use in our field to communicate movement, position, and location?
6. How does muscle length impact movement?

COURSE OBJECTIVES

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

COGNITIVE:

1. Define anatomical position.
2. Demonstrate knowledge of kinesiology terminology; terminology of movement and position.
3. Describe the cardinal planes and axes of movement.
4. Apply the concepts of physics to center of gravity, base of support, levers, force and torque.
5. Demonstrate an understanding of the skeletal, articular, and connective tissue systems, including joint shapes.
6. Demonstrate an understanding of the muscular and nervous systems.
7. Describe the sliding filament theory, and the length-tension relationship.
8. Describe the implications of muscle length on passive insufficiency and active insufficiency.
9. Describe the origins and insertions of selected shoulder girdle and shoulder joint muscles.
10. Give examples of types of muscle contraction using terms including isometric, isotonic, isokinetic, concentric, eccentric, agonist, antagonist, stabilizer, neutralizer, and force couple.
11. Given a specific muscle, identify the motion(s) for which it is responsible.
12. Describe innervations of selected shoulder muscles, and the effect of denervation of those muscles.

PSYCHOMOTOR:

1. Demonstrate muscle length testing for select two joint muscles including rectus femoris, hamstrings, gastrocnemius, and tensor fascia latae-IT band.
2. Demonstrate an ability to identify surface anatomical landmarks.

3. Demonstrate the ability to correlate surface anatomical landmarks with structures of the musculoskeletal system.
4. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

1. Integrate the seven core values of professional behaviors into classroom/lab activities.
2. Give examples of the impact of weakness upon normal movement.
3. Discuss the clinical relevance of knowledge of kinesiology to your practice as a PTA.

Grade Policies and Procedures: Grading will include worksheets, lab work and exams, as follows:

Lab worksheets	=	15%
2 Lecture tests	=	50%
Comprehensive Lecture final	=	30%
Project	=	5%

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Academic Dishonesty Policy and Due Process

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2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.

10. Assisting other students in any of the acts listed above.

The following is the *PTA Program* policy on academic dishonesty:

Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. See PTA Student Handbook for more information.

Make-up Exam/Assignment Policy

Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Students with Disabilities
If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at http://www.missouriwestern.edu/ds/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Attendance Policy
In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

Missouri Western State University

School of Nursing and Health Professions
PTA140 Measurements and Procedures
COURSE SYLLABUS

Course Overview: Clinical modalities and procedures, including range of motion, stretching, strength testing, and resistive exercise. Assessment issues in physical therapy, including functional assessment, architectural barriers, therapeutic exercise, gait, and effective therapy planning. Review and continuation of physical therapy documentation. Prerequisite: PTA 110. Taken concurrently with PTA 160.

Course Lecture/Lab Hours: Tuesday and Thursday 2:00-4:20
Location:

Instructor: Office:
Telephone: Office Hours:

Text/Materials: Required:

Norkin, Cynthia C. and D. Joyce White. Measurement of Joint Motion. FA Davis, Philadelphia, 5th ed.

Hislop, Helen J. and Jacqueline Montgomery. Daniel's and Worthingham's Muscle Testing Techniques of Manual Examination. WB Saunders, Philadelphia, 9th ed.

Bircher, Wendy. Documentation for Physical Therapist Assistants, 4th ed. F.A. Davis.

Course Notes

PERFORMANCE OBJECTIVES OR STUDENT COMPETENCIES

Course Objectives: That the student shall be able to:

1. Integrate core values and professional behaviors into classroom activities.
2. Correctly record and interpret range of motion measurements.
3. Determine AROM/PROM of selected joints with attention to positions of client and goniometer, stabilization, precision, accuracy and consistency of measurement, and appropriate modifications as needed.
4. Describe the basic principles of muscle testing.
5. Demonstrate the ability to perform manual muscle testing to selected muscle groups.
6. Demonstrate the ability to perform anthropometric testing.
7. Demonstrate an understanding of the phases of gait and the dysfunction caused by selected musculoskeletal dysfunctions.
8. Demonstrate the ability to analyze gait patterns.
9. Describe how aging affects measurement results.
10. Demonstrate ability to collect data from posture observation as requested by the supervising physical therapist or per the plan of care.
11. Demonstrate ability to read results of data collection and identify areas needing therapeutic intervention.
12. Demonstrate knowledge of CPR techniques
13. Demonstrate an understanding basic reimbursement information.

COURSE POLICIES

Grade Policies and Procedures: Grading will include practical exams, written exams, quizzes and assignments.

Skill checks (25%)
- Goniometry
- Strength Testing

Comprehensive Skill Check (15%)
Quizzes and Assignments (15%)
Written exams (20%)
Comprehensive Final Exam (15%)
Professional Behavior (10%)

Final grades will be determined as follows: A= 93-100, B= 85-92, C= 77-84, D and F below 77.

*Assignments turned in after the class period on the date due will be graded down one letter grade per day late.
**A minimum score of 85% on each skill check is considered passing. You will be given three attempts to pass any skill check. On your second attempt, your assigned score will be .85 x your earned score. On third take, your assigned score will be .7225 x your earned score. You must pass every skill check to pass the course.
***This includes commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management and completion of portfolio requirements for the semester.

Laboratory Classes

Students are expected to keep lab clothes in a locker in the locker room adjacent to the lab. Students are expected to wear appropriate clothing for the activities planned. Refer to the dress code in the PTA Handbook. Not wearing lab clothes on lab days will affect the student's participation grade. If there is a lecture prior to lab, students will be given time between lecture and lab to change clothes. If the class is meeting in the lab, students will be expected to be in lab clothes at the start of class. Failure to do so will affect the participation grade for the day.

Skill Checks

Skill checks will be completed after content is taught. Sign-up sheets will be posted. Deadlines for each skill check will also be posted. Failure to complete a skill check by the deadline will result in failure of the first attempt. The second attempt of any skill check must be arranged with the faculty member who teaches the class. Many skill checks require a partner. It is the student's responsibility to arrange to have a partner available for the skill check. A student having a valid reason for missing a scheduled skill check/lab practical and who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

Grade Appeal Process

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor delegated by

this University. The grade appeal procedure is available for the review of allegedly capricious grading or clerical error by the instructor and not for the purpose of evaluating the student's academic excellence in any particular course. The Student Due Process Procedure is described in the MWSU Student Handbook of Rights and Responsibilities: https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Attendance and Test Policy

University policy, as stated in the MWSU Student Handbook:

> Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.

Expectation Regarding Class Attendance: Regular attendance is required. Students who must miss class due to a university sanctioned event or who are acting as a representative of the university or department must communicate with their instructors as soon as they are aware of a need to miss class/clinical.

Expectations Regarding Absences: Absences must be reported to the instructor ***prior to*** the scheduled class or clinical meeting time. Refer to the attendance policy is outlined in the PTA Student Handbook.

Attendance is required at all scheduled evaluation sessions (exams or lab testing) unless prior arrangements have been made with the instructor. If a student misses an evaluation session without notifying the instructor prior to the session, he/she will receive a grade of "0" on this evaluation. There will be no opportunity to make up the missed work.

Emergency Campus Closing Policy

Missouri Western State University will close only in extraordinary circumstances. If the University is to close due to weather/road conditions, the decision will be made as follow: Daytime Closing-normally the decision will be made by 6:00 a.m.; Evening Closing- normally the decision will be made by 4:00 p.m. Any closing of the University will be broadcast on the following stations: KCMO Radio (71 AM* and 95 FM), KKJO Radio (105.5 FM), KFEQ Radio (68 AM), KSJQ Radio (92.7 FM), WDAF Television (Channel 4), KQTV (Channel 10). If closings are not reported on the aforementioned stations, it should be assumed the University is open. It should be noted the University Administration will take several factors into consideration when making the decision to close the University due to weather/road conditions. Therefore, it cannot be assumed the University will close when area schools are closed. Notification will also be posted on Missouri Western's web page.

Emergency Procedures

Students may sign up for the Griffon Alert Emergency Notification System for Missouri Western State University. The system is activated by the Missouri Western Police Department and is designed to be used for emergencies on campus that affect or could affect multiple persons and

or cause significant infrastructure or property damage. Please see the website for additional information:
https://www.missouriwestern.edu/griffonalert/

Academic Honesty and Due Process
Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf
Cheating on exams or other class assignments (including quizzes), plagiarism, knowingly furnishing false information in either classroom or in clinical constitutes a violation of the Academic Honesty Policy as stated in the MWSU Student Handbook of Rights and Responsibilities. Violations of this policy are grounds for dismissal from the course or program.

Make-up Exam/Assignment Policy
Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam and who notifies the instructor **before** the exam may arrange to take the exam within 24 hours of the originally scheduled exam time or at the discretion of the instructor. Any student who does not notify the instructor **before** the exam or who misses more than one exam may given a "0" for the missed exam(s).

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Accessibility Policy
If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center in Eder Hall 203 or visit the ARC website at http://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as other printed or electronic materials, can be made available in alternative accessible formats if requested with sufficient prior notice.
Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination and Sexual Misconduct
Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages

anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Audio/Video Recording in Class and or Lab
It is vitally important for Missouri Western State University to foster and maintain an educational environment that promotes free discussion, inquiry and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which Missouri Western State University has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights with responsibility.

The content of any lecture/class presentation remains the intellectual property of the person delivering the session. Students may make audio or video recordings of course activity only with permission of the faculty member conducting the course. If the student believes it is necessary to record sessions due to a disability or needs additional assistance, the student must first contact Missouri Western's Accessibility Resource Center to establish such need. By virtue of this policy, all students and attendees in any classroom setting or university presentation are placed on notice that they may be recorded or taped, both photographically or audio based.

Any and all recordings of lectures or class presentations are authorized solely for the purpose of the student's individual or group study with other students enrolled in the same class. Such recordings may not be reproduced or uploaded to publically accessible web environments. Recordings of classes or course material may not be exchanged or distributed for commercial purposes, for compensation or for any other purpose other than study by students enrolled in the present class. Students must delete all recordings and tapes at the end of the course.

Please note that materials used in the classroom or online presentations (video, graphic, photographic, etc.), web-based and social media may also have their own copyright. While presentations and displays are generally allowed when reproduced in the classroom, copyright law does not extend the privilege to second-level reproductions. Any violation of this policy may subject a student to disciplinary action under the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University and/or punishment under Federal or State Privacy, Intellectual Property or Copyright Law.

PERFORMANCE OBJECTIVES

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

1. Integrate core values and professional behaviors into classroom activities.
    - 1.1 Demonstrate professional behaviors including effective communication during classroom and lab activities and skill checks.
    - 1.2 Discuss the importance of core values and professional behaviors to their professional growth and to the profession.
    - 1.3 Demonstrate ability to collect and report data, and provide interventions as requested by supervising physical therapist or per plan of care, understanding that changes in patient status should be reported to the physical therapist.
    - 1.4 Demonstrates ability to make adjustments to interventions based on observation or data collection, including adjusting intervention during treatment, stopping treatment, or asking for clarification before beginning, based on plan of care and then communicates with supervising physical therapist.
    - 1.5 Complete a self-assessment at the beginning of the semester developing goals to address areas needing improvement.
    - 1.6 Continuing working on a professional portfolio that includes goals and a minimum of two components completed by the end of the semester.
    - 1.7 Demonstrate an understanding of legal and ethical considerations applied to documentation.
    - 1.8 Demonstrate safety awareness in the lab at all times. Integrate the seven core values of professional behaviors into classroom/lab activities.

2. Correctly record and interpret range of motion measurements.
    - 2.1. Identify or describe the principles which are applied when measuring range of motion and muscle length.
    - 2.2. List accepted "normal" values of joint range of motion (AAOA standard)
    - 2.3. Record joint ROM using the Neutral Zero method.
    - 2.4. Identify different types of goniometers including 180, 360, inclinometer, finger, extremity, etc.
    - 2.5. Describe the advantages and disadvantages of each type of goniometer discussed.
    - 2.6. For a given joint, identify the appropriate goniometer to use for measuring.
    - 2.7 Discuss ROM required for ADLs and IADLs

3. Determine AROM/PROM of selected joints with attention to positions of client and goniometer, stabilization, precision, accuracy and consistency of measurement, and appropriate modifications as needed.
    - 3.1. For a given joint, measure the range of motion within 5 degrees of accuracy of a comparison measurement.
    - 3.2. Record measurements of joint range of motion according to principles described in class.
    - 3.3 Demonstrate ability to educate their lab partner about the procedure.

4. Describe the basic principles of muscle testing.
    - 4.1 Identify the terminology associated with muscle mass and tone.
    - 4.2. Identify the major methods of measuring muscle strength.
    - 4.3. Describe the purposes of conducting a manual muscle test.
    - 4.4. Record measurements of the results of a manual muscle test.
    - 4.5. Identify uses of gross muscle testing for screening.
    - 4.6. Discuss muscle strength need for ADLs, IADLs and mobility.

5. Demonstrate the ability to perform manual muscle testing to selected muscle groups.
    - 5.1. Demonstrate appropriate positioning, stabilization and resistance during testing of selected UE and LE muscle groups.
    - 5.2. Demonstrate the ability to apply a gross strength test for ability to rise to standing.
    - 5.3 Demonstrate ability to educate their lab partner about the procedure.

6. Demonstrate the ability to perform anthropometric testing.
    - 6.1. Demonstrate ability to measure and record limb girth.
    - 6.2. Demonstrate ability to measure and record skin fold thickness.
    - 6.3. Demonstrate ability to measure leg length.
    - 6.4 Demonstrate ability to educate their lab partner about the procedures

7. Demonstrate an understanding of the phases of gait and the dysfunction caused by selected musculoskeletal dysfunctions.
    - 7.1. List the phases of gait as described in both the traditional and Rancho Los Amigos terminology.
    - 7.2. Associate the phases of gait with key muscle activation.
    - 7.3. Discuss the relevance of normal joint play, ROM, alignment, muscle length, muscle strength and balance to normal gait.
    - 7.4. Describe ideal alignment and movement in the arms, trunk, hips, knees and feet during normal gait.
    - 7.5. Associate selected gait deviations with specific causes.
    - 7.6. Apply knowledge about gait training to patients with gait deviations, including use of assistive devices, and accommodations that are made to correct gait deviations.

8. Demonstrate the ability to analyze gait patterns.
    - 8.1. Practice multiple repetitions of gait, in groups, to promote learning of components of the gait cycle, both traditional and Rancho Los Amigos.
    - 8.2. Watch demonstrations of gait deviations due to particular deficits with the goal of identifying specific deficits with deviations.
9. Describe how aging affects measurement results.
    - 9.1. Describe variations to in normal measurements that occur throughout a life span.

10. Demonstrate ability to collect data from posture observation as requested by the supervising physical therapist or per the plan of care.
    - 10.1. Describe the position of, and locate selected, palpable bony landmarks used to describe posture.
    - 10.2. Describe the position of the above landmarks in ideal posture and in common deviations from the ideal using a plumb line.
    - 10.3. Describe deviations from normal resting postures using observation without using a plumb line.

11. Demonstrate ability to read results of data collection and identify areas needing therapeutic intervention.
    - 11.1. Identify measurements that may indicate the need for therapeutic intervention verses measurements that may indicate changes associated with aging.
    - 11.2. Describe type of interventions that would be appropriate to correct the problem,

i.e. strengthening, stretching.

11.3 Demonstrate understanding of need for notification of supervising physical therapist to discuss adjustments to interventions of changes in plan of care.

12. Demonstrate knowledge of CPR techniques

12.1 Successfully complete CPR certification course

12.2 Discuss application of knowledge to physical therapy setting.

13. Demonstrate an understanding of reimbursement.

13.1 Differentiate between first, second and third-party payers.

13.2 Differentiate between different types of insurance (social, managed care, casualty, and indemnity).

13.3 Explain the difference between Medicare Part A, Part B, and Medicaid.

13.4 Examine Medicare reimbursement in a variety of settings.

13.5 Realize how documentation is tied to reimbursement

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Missouri Western State University

COURSE SYLLABUS – Clinical Kinesiology

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 160 Clinical Kinesiology Location: JGM 306
Course Lecture/Lab Hours: 1:00-3:50 MW (January 14-March 6)
Instructor: Maureen Raffensperger Office: JGM 304C
Office Hours: 10-12 MW, 1:30-2:30 T or by appointment

PTA 160 Clinical Kinesiology (2) Sp. The study of the muscular forces acting on anatomical structures to create movement, including normal and pathological biomechanics. To be taken concurrently with PTA 140 and PTA 165. Prerequisite: a grade of C or better in PTA 100, PTA 110, PTA 120 and PTA 130.

Text/Materials - Required:

Trail Guide to the Body Flashcards by Books of Discovery.

Biel, A. Trail Guide to the Body: How to locate muscles, bones and more. 4th edition. Books of Discovery. 2010, isbn # 978-0-9826-6340-0.

Biel, A. Trail Guide to the Body Student Workbook.5th edition. Books of Discovery. 2014, isbn #978-0-9829786-6-5.

Course notes

KEY COURSE QUESTIONS

1. How does an understanding of physics help us understand the function of the musculoskeletal system?
2. How does the line of pull help us to determine the major action of a muscle?
3. Why is an understanding of the origin, insertion and action of each muscle important in physical therapy?
4. How is an understanding of the nervous innervations of a muscle important to a PTA?

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

COGNITIVE:

1. Describe the concepts learned in previous courses which relate to kinesiology.

1.1 Describe anatomical position.
1.2 Describe terminology of movement and position.
1.3 Describe the cardinal planes and axes.
1.4 Describe the physics of movement.
1.5 Describe the role of the nervous system to normal movement.
1.6 Describe the physiology of muscle contraction.
1.7 Compare and contrast active vs. passive insufficiency
1.8 Extrapolate about relative strength of a muscle based on cross-sectional area and mass.

2. Describe the origins and insertions of selected muscles.

3. Give examples of types of muscle contraction.
   3.1 Give an example of an isometric, isotonic and isokinetic muscle contraction.
   3.2 Give an example of a concentric and eccentric contraction.
   3.3 Give examples of agonists, antagonists, stabilizers, neutralizers.

4. Given a specific muscle, identify the motion(s) for which it is responsible.
   4.1 Identify the primary actions of a given muscle, and secondary actions.

5. Given specific motion(s), identify the muscles responsible for that motion.
   5.1 List the prime movers for each motion.
   5.2 Explain the concept of force couples.

6. Describe innervations of selected muscles, and the effect of denervation of those muscles.

7. Recognize and identify individual muscles which make up commonly known muscle groups (hamstrings, rotator cuff, quadriceps, and gastrocnemius).

8. Apply an understanding of kinesiology of the lower extremity to gait.
   8.1 Explain the key muscle activation in each phase of gait.
   8.2 Discuss the importance of normal ROM and muscle length in normal gait.
   8.3 Discuss the importance of normal muscle strength in normal gait.
   8.4 Discuss the importance of normal balance in normal gait.
   8.5 Demonstrate an understanding of abnormal gait caused by selected musculoskeletal dysfunctions.

PSYCHOMOTOR:

1. Demonstrate the ability to correlate surface anatomical landmarks with structures of the musculoskeletal system.
   1.1 Correctly palpate selected bony landmarks.
   1.2 Correctly palpate selected musculotendinous landmarks.
   1.3 Depict the muscular anatomy on your lab partner with a high degree of accuracy.

2. Name the muscles in the hip, knee and ankle that are contracting as your lab partner walks slowly through each phase of the gait cycle. Define the contraction as concentric, eccentric, or isometric.

3. Demonstrate examples of concentric, eccentric, and isometric movement.

4. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

1. Integrate the seven core values of professional behaviors into classroom/lab activities.

2. Discuss the clinical relevance of knowledge of kinesiology to your practice as a PTA.

3. Give examples of the impact of weakness upon normal movement.

Grade Policies and Procedures: Grading will include worksheets, lab work and exams, as follows:

1 lecture test	=	35%
1 comprehensive lecture final	=	40%
Lab work	=	15%
Professional behaviors	=	10%

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Professional Behaviors

The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. This accounts for 10% of your grade. The rubric for assigning points is as below:

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in all class activities.	Participates in less than 50% of class time. Arrives to class > 10 minutes late on more than 1, but less than 3 occasions OR has one excused absence in the semester.	Arrives to class more than 5 minutes late on more than 3 occasions OR has two unexcused absences.	Arrives to class more than 5 minutes late on more than 6 occasions OR has three unexcused absences a semester.	Arrives to class more than 30 minutes late on more than one occasion OR is absent from class on 4 days out of the semester.	Is late by more than 10 minutes over 50% of the semester OR is absent for 5 days out of the semester.

This rubric is a guideline. Your grade includes commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management.

University Academic Dishonesty Policy and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

Violations of Academic Honesty

Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

PTA Program Academic Dishonesty Policy

Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. Course instructors may recommend more severe consequences, up to and including immediate suspension from the program on first offense. These recommendations will be considered by the program faculty on a case-by-case basis.

Make-up Exam/Assignment Policy

Exams are to be taken on the scheduled dates. Students may not leave the classroom during exams. It is recommended that the student use the restroom, get facial tissues, and get a drink prior to the exam.

A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Students with Disabilities

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at http://www.missouriwestern.edu/ds/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Attendance Policy

In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

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Missouri Western State University

COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 165 Therapeutic Exercise Location: JGM 306
Course Lecture/Lab Hours: 1:00-3:50 MW (3/19-4/30/2018)
Instructor: Maureen Raffensperger Office: JGM 304C
Office Hours: 10-12 MW, 1:30-2:30 T or by appointment

Text/Materials - Required:

Kisner, Carolyn and Colby, Lynn Allen. Therapeutic Exercise: Foundations and Techniques, 7th edition. FA Davis. Philadelphia, 2018.
Flash Anatomy Muscles.
Course notes

Course Overview: Study of the physiological effect of basic and advanced exercises commonly used in physical therapy, including ROM and stretching, strengthening, aerobic exercise, balance and coordination exercises, proprioceptive exercise, endurance training and aquatic exercise. Common therapeutic exercise protocols used in physical therapy will be presented. Concepts include exercise progression and documentation of exercise as a therapeutic intervention. To be taken concurrently with PTA 140 and PTA 160. Prerequisite: a grade of C or better in PTA 110, PTA 120 and PTA 130.

KEY COURSE QUESTIONS

1. What constitutes therapeutic exercise?
2. How does the plan of care impact the options the PTA has for progression of exercise?
3. When would aquatic exercise be the optimum choice?
4. What are the advantages and disadvantages of the various types of strengthening exercise?
5. Why is an understanding of the effects of therapeutic exercise, and contraindications important?
6. How does biofeedback serve as an adjunct to therapeutic exercise.

COURSE OBJECTIVES

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

COGNITIVE:

1. Define therapeutic exercise and discuss various possible objectives of therapeutic exercise.
   1.1 Recognize that the general categories of therapeutic exercise include ROM, stretching, strengthening, aerobic, balance, coordination, posture, proprioceptive retraining and endurance.

2. Compare and contrast the types of therapeutic exercise.
   2.1 Distinguish between the types of range of motion including: active, assistive and passive.
   2.2 Distinguish between the various types of resistive exercise including manual resistance, isotonic, isometric, isokinetic and open and closed chain.
   2.3 Distinguish between a concentric and eccentric contraction.
   2.4 Discuss the advantages and disadvantages of various types of therapeutic exercise, including concentric, eccentric, isometric, open chain, closed chain, isotonic, and isokinetic.

3. State indications and contraindications to various types of therapeutic exercise.

4. Discuss the physiological effects of exercise on select systems of the body.
   4.1 Musculoskeletal system
      4.1.1 Define atrophy, hypertrophy
   4.1.2 Discuss the effects of stretching and strengthening on muscle anatomy and physiology
   4.2 Cardiovascular/pulmonary system
   4.2.1.1 Discuss effect of exercise on resting heart rate, maximum oxygen consumption (VO2 max), respiratory rate and blood pressure.
      4.2.2 Recognize signs of cyanosis.
   4.3 Nervous system
      4.3.1 Discuss effect of exercise on motor learning.

5. Describe common patient responses to therapeutic exercise.
   5.1 Describe the signs and symptoms of cardiac distress.
   5.2 Describe the signs and symptoms of excessive fatigue.
   5.3 Describe the signs and symptoms of excessive pain.

6. Describe criteria for progressing a patient's exercise program.

7. Discuss various instruments used to quantify balance, including the TUG, Berg, and Functional Reach Test.

8. Discuss common exercise protocols used in physical therapy.

9. Discuss the use of biofeedback as an adjunct to therapeutic exercise.

10. Discuss the advantages and disadvantages of using a pool for therapeutic exercise.

PSYCHOMOTOR:

1. Implement therapeutic exercise interventions on a lab partner.
   1.1 Choose appropriate exercises within an established plan of care and based on data collection findings including MMT, goniometry, balance assessments, and aerobic capacity.
   1.2 Effectively instruct lab partner in the exercises.
   1.3 Monitor partner's response.
   1.4 Recognize substitutions or incorrect performance while observing performance of an exercise, and correct.
   1.5 Document the interventions in a SOAP note.

2. Demonstrate various forms of therapeutic exercise, including ROM, stretching, strengthening, balance retraining, aerobic conditioning, posture and proprioceptive retraining, effectively and safely.

3. Demonstrate examples of concentric, eccentric, and isometric exercise.

4. Demonstrate appropriate exercise progression, given the current findings.

5. Demonstrate the ability to quantify balance using a variety of instruments.

6. Demonstrate the ability to compute maximum heart rate and target heart rate.

7. Correctly document therapeutic exercise intervention using a SOAP note format.

8. Develop an appropriate home exercise program within an established plan of care and based on data collection findings including MMT, goniometry, balance assessments, and aerobic capacity.

9. Demonstrate correct use of biofeedback.

10. Participate in a pool therapy lab.

11. Demonstrate the ability to monitor lab partner's response to exercise including heart rate, respiratory rate, RPE, blood pressure, musculoskeletal and pain.

12. Recognize normal and abnormal joint movement in the shoulder.

13. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

1. Integrate the seven core values of professional behaviors into classroom/lab activities.

2. Critically evaluate various forms of strengthening in light of the length-tension relationship.

Grade Policies and Procedures: Grading will include worksheets, lab work and exams, as follows:

Comprehensive final	= 40%
3 projects	= 25% total
Lab practical #1	= 5%
Final lab practical	= 20%
Professional behaviors	= 10%

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Professional Behaviors

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If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at http://www.missouriwestern.edu/ds/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Attendance Policy

In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

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Missouri Western State University

PTA 255 - CLINICAL ORTHOPEDICS
COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course Lecture/Lab Hours: 8:30-10:50 am TTh | Location: Murphy 305/306
Instructor: Maureen Raffensperger, PT, DPT, OCS | Office: Murphy 304

Office Hours: M 1-3, W 12-3, or by appointment

Text/Materials
Required:
- Shankman, Gary A. Manske, Robert C. Fundamental Orthopedic Management for the Physical Therapist Assistant, 4th Edition. Mosby, 2015. Isbn# 9780323113472
- Kisner, Carolyn and Colby, Lynn Allen. Therapeutic Exercise 5th edition. F.A.Davis, Philadelphia,1996.

Recommended:
- Brotzman, S.Brent. Clinical Orthopaedic Rehabilitation. Mosby, St. Louis, 2003, 3rd edition. Isbn# 978-0-3230-5590-1
- Grant's Atlas of Human Anatomy, 12th edition. Isbn# 978-0-7817-7055-2
- Pathology Cards
- Gulick. Ortho Notes: Clinical Exam. Pocket Guide. 2nd edition. FA Davis. 2009. Isbn# 978-0-8036-2067-4

Course Overview: Description, causes, symptoms, tests and physical therapy intervention in orthopedic pathology. The musculoskeletal system and normal biomechanics are reviewed. To be taken concurrently with PTA 260. Prerequisite: a grade of C or better in PTA 185.

KEY COURSE QUESTIONS

1. Why is an understanding of anatomy important in understanding pathology and injury?
2. How do we assess normal vs. pathological in the musculoskeletal system?
3. How do we design an exercise program for a specific dysfunction?
4. How do we determine appropriate treatment intervention for a specific dysfunction?
5. How do we progress a treatment plan?
6. How do we use equipment to assist in the treatment of pathology?
7. Why is it important to understand the cause of pathology?
8. What is the PTA role in prevention of recurrence of orthopedic dysfunction?

COURSE OBJECTIVES

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

COGNITIVE:

11. Describe selected pathologies of the spine, pelvis, upper extremity and lower extremity, in terms of description, causes, and presenting symptoms, tests and treatment.
12. Discuss common interventions for selected pathologies, including modalities, splinting or bracing, and therapeutic exercise.
13. Describe the stages of inflammation/healing, and the effect on treatment choices.
14. Compare and contrast special test results achieved in normal and pathological conditions.

PSYCHOMOTOR:

1. Demonstrate various special tests used to indicate normal vs. pathological conditions in the musculoskeletal system.
2. Demonstrate the ability to determine and apply appropriate modality and therapeutic exercise interventions to trunk, spine, and extremities, for musculoskeletal pathologies and post orthopedic surgery patients, within a plan of care and based on data collection findings regarding pain, motion, strength, sensation/proprioception, balance and functional mobility.
3. Demonstrate various forms of traction as an intervention for spinal pathologies.
4. Utilize biofeedback equipment for relaxation training and muscle re-education.
5. Demonstrate an appropriate treatment session for a patient with an upper extremity, lower extremity and spinal pathology/post-surgical diagnosis within an established POC and scope of PTA practice.
6. Demonstrate an ability to correctly discern what patient responses/behaviors should prompt notification of the supervising PT and/or adjusting or withholding treatment.
7. Demonstrate ability to gait train a simulated patient, with an assistive device per POC.
8. Document effectively a simulated treatment session in SOAP format.
9. Correctly simulate charging a patient after a simulated treatment session.
10. Given an orthopedic pathology, develop a written home exercise program with 6-8 exercises that are appropriate for various stages of healing.
11. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

4. Integrate the seven core values of professional behaviors into classroom/lab activities.
5. Discuss the importance of knowledge of anatomy in order to understand pathology.
6. Demonstrate an understanding of practicing within the plan of care designated by the physical therapist.
7. Discuss the role of the PTA in minimization of recurrence of orthopedic pathologies.
8. Read a journal article, and discuss its relevance to physical therapy practice with your

classmates.

Grade Policies and Procedures: Grading will include competency checks, lecture and lab quizzes, exams and finals.

2 Lecture tests	=	20% each
1 Comprehensive Lecture final	=	25%
Quizzes	=	5% total
2 home exercise programs	=	5% total
3 Lab practicals	=	20% total
Professional behaviors	=	5%
optional research paper summary	up to 5 points extra credit to final exam grade	

A minimum score of 85% on each lab practical is considered passing. You will be given three attempts to pass any lab practical. On your second take, your assigned score will be .85 x your earned score. On third take, your assigned score will be .7225 x your earned score. You must pass every lab practical to pass the course.

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Academic Dishonesty Policy and Due Process

The following is the *University* policy on academic dishonesty:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

Violations of Academic Honesty
Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

The following is the *PTA Program* policy on academic dishonesty:

According to the policy of the PTA Program, if a student is found cheating, immediate dismissal from the program will result. See PTA Student Handbook for more information.

Make Up Exam Policy

Assignments turned in after the class period on the date due will be graded down one letter grade per day late. Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The make-up exam may be in essay form. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Attendance policy is outlined in the PTA Student Handbook.

If you are unable to comply with any course requirement because of a disability, please contact me to discuss course requirements.

A NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and University policy prohibit harassment, discrimination, and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination, and sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/student-handbook/) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-

misconduct-policy/ .

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

AUDIO OR VIDEO RECORDING DURING CLASS

The course materials that I author, including, but not limited to, Power Point slides, Panopto recordings, Moodle screen shots, class hand-outs, web-based and social media content and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use. Students are not allowed to record course proceedings, publicly reproduce, or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

MISSOURI WESTERN STATE UNIVERSITY

COURSE SYLLABUS

School of Nursing and Health Professions

PTA260 Clinical Neurology

Course Description: This course is about the influence of the nervous system disorders on posture, movement and functional ability and how physical therapy treatment influences treatment of nervous system disorders. Prerequisite: Successful completion of previous required PTA coursework. Taken concurrently with PTA 255

Course Hours: Credit Hours: 4
Location:
Instructor: Telephone:
Office: E-mail:
Office Hours: F

Text/Materials: **Required:**

- Martin, ST, Kessler, M. (2007). *Neurologic Intervention for Physical Therapy, 2nd ed*. Philadelphia: W.B. Saunders.
- Cameron, Michelle and Monroe, Linda. (2011). *Physical Rehabilitation for the Physical Therapist Assistant*. St. Louis: Elesevier.
- Graves, Rebecca. (2013). *Clinical Decision Making for the Physical Therapist Assistant Across the Continuum of Care*. Philadelphia: F.A. Davis.
- 2019 Course Notes Packet

Recommended:

- Long, Toby. *Handbook of Pediatric Physical Therapy 2nd edition. (*2002). Philadelphia: Lippincott, Williams and Wilkins.
- Gutman, Sharon A. (2008). *Quick Reference Neuroscience for Rehabilitation Professionals 2nd ed*. Thorofare: Slack, Inc.

Course Questions: The following questions will guide this course:

1. How does the basic functioning of the nervous system influence movement and posture?
2. How is movement and posture affected by damage to the nervous system?
3. How are our functional abilities affected by changes to movement and posture?
4. What are the principles of motor learning and how does the PTA apply these principles to patient care?
5. How do we choose treatment options that will have the greatest treatment impact on movement, posture, and functional abilities?
6. How do we design and apply a treatment plan that will take your patient to the attainment of a functional goal?

Course Objectives

Lecture

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

1. Integrates seven core values of professional behaviors into classroom activities.
2. Identify the significant structures and describe the primary functions of structures within the nervous system.
3. Discuss the role of the PTA when working with adults or children with neurologic dysfunction.
4. Relate motor control theories and motor learning principles to therapeutic intervention.
5. Explain the sequence of normal development (motor, cognitive and postural) and the implications for therapeutic intervention.
6. Demonstrate knowledge of the pathophysiology, clinical manifestations, medical diagnosis and treatment, common complications of the following neurological disorders: cerebral vascular accident (CVA,), traumatic brain injury (TBI), spinal cord injury (SCI), Parkinson Disease, vestibular disorders, selected pediatric disorders, other related neurological disorders.
7. Describe the therapeutic interventions for neurological disorders.
8. Describe the importance of functional training in treatment of neurologic disorders.
9. Demonstrate ability to use the Nagi model of disablement and the Guide to Physical Therapy to assess a treatment plan.

Lab

1. Integrate seven core values of professional behaviors into lab activities.
2. Demonstrate ability to observe and describe normal movement and posture.
3. Demonstrate ability to integrate a variety of therapeutic principles and activities into an appropriate treatment program for individuals with neurologic dysfunction.
4. Describe the basic components and methods of application of selected orthotics.
5. Administer a therapeutic program based on a physical therapy plan of care, appropriate for individuals with neurological conditions.

Performance Objectives Or Student Competencies

Lecture

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

1. Integrates seven core values of professional behaviors into classroom activities.

1.1 Demonstrate effective verbal and non-verbal communication during classroom activities.

1.2 Demonstrate behaviors, conduct, actions, attitudes and values consistent with the roles, responsibilities, and tasks of the PTA.

1.3 Consider social, emotional, cultural, psychological, environmental, and economic influences of the patient, adapting approach accordingly.

1.4 Seek further education in the use and delivery of interventions based on evidence.

1.5 **Demonstrates ability to make adjustments to interventions, including stopping treatment, and asking for clarification before beginning, based on plan of care knowing when to communicate with supervising physical therapist.**

2. Identify the significant structures and describe the primary functions of structures within the nervous system.

2.1. Define central nervous system, peripheral nervous system, neurons, glia, myelin, white matter, grey matter and ganglia.

2.2. Identify the basic function of structures in the CNS, including the following: lobes of the cerebral hemispheres, brainstem, cerebellum, basal ganglia, pyramidal tracts, extrapyramidal tracts, cerebrospinal fluid, ventricles, and spinal cord.

2.3. Describe the function of various structures in the peripheral nervous system including the following: anterior horn cells, peripheral nerves (including the cranial nerves), gamma motor neurons, intrafusal fibers and extra-fusal fibers.

2.4. Differentiate between an upper motor neuron lesion and a lower motor neuron lesion.

2.5. Define clonus, fasciculation, fibrillation, chorea, spasticity and flaccidity.

2.6. Describe the stretch reflex.

2.7. Define synapse.
2.8. Relate properties of the synapse (including summation and inhibition) to treatment techniques.
2.9 Discuss the changes that occur within the nervous system through the lifespan and the functional implications.
2.10 Relate life span changes in the nervous system to musculoskeletal system changes and discuss functional implications.

3. Discuss the role of the PTA when working with adults or children with neurologic dysfunction.
3.1 Identify the factors that the physical therapist must consider prior to delegating a patient to the physical therapist assistant
3.2 Discuss the physical therapist assistant's role as a member of a health care team.
3.3 Recognize the importance of functional training for clients with neurological conditions.

4. Relate motor control theories and motor learning principles to therapeutic intervention.
4.1. Define motor control and motor learning.
4.2 Distinguish between the models of motor control.
4.3 Discuss the current theories regarding the recovery of function in the nervous system.
4.4 Discuss the application of motor learning principles to the recovery of function.

5. Explain the sequence of normal development (motor, cognitive and postural) and the implications for treatment of neurological disorders.
5.1. Describe the general sequence of development including gross and fine motor milestones, and the development of postural control.
5.2. Describe the relationship between motor and cognitive development.
5.3. Describe the posture or position assumed with the primitive reflexes and developmental reactions
5.4. Describe the ways in which neurological impairment may interrupt motor development.
5.5. Describe the effect of sensory conflict or loss on motor development.
5.6. Describe the use of normal developmental sequence in the treatment of neurological disorders.

6. Demonstrate knowledge of the pathophysiology, clinical manifestations, medical diagnosis and treatment, common complications of the following neurological disorders: cerebral vascular accident (CVA,), traumatic brain injury (TBI), Parkinson's Disease, vestibular disorders, selected pediatric disorders, other related neurological disorders.
6.1. Describe the pathophysiology and etiology of selected neurological disorders.
6.2. Describe the motor, sensory, and integrative deficits which may be present with selected neurological disorders.
6.3. Describe common diagnostic tests and medical treatments used in selected neurological disorders.
6.4. Describe muscle tone changes that are characteristic of selected neurological disorders.
6.5. Describe the medical, psychological, cognitive, and movement complications that accompany neurological disorders.
6.6 Demonstrate understanding of assessment of the patient's awareness levels using a variety of methods including the Glasgow Coma Scale and the Rancho Levels of Cognitive Functioning.
6.7. Describe gait patterns that are associated with various neurological disorders.
6.8. Research and complete an oral presentation to classmates on a case study of a selected neurological disorder that provides information about the disorder and physical therapy treatment for the disorder including a video simulation of treatment.

7. Describe the therapeutic interventions for neurological disorders.
7.1. Recognize the differences between various neurological treatment approaches such as NDT, PNF, Sensory Integration, Constraint Induced Therapy.
7.2. Describe the applications of a variety of treatment approaches to functional training activities such as : transfers, pressure relief, bed mobility, ROM, gait, ADLs and IADLs.
7.3. Describe principles for positioning patients with abnormal tone, pain and sensory deficits, in sitting, sidelying, prone and supine.

74. List relaxation/inhibition techniques used for patients with hypertonia, tactile defensiveness and combativeness.
7.5. List facilitation techniques used for hypotonic patients.
7.6. Discuss the basic principles in the use of lower extremity orthotics.
7.6.1. Explain the basic principles of orthotics
7.6.2. List the common indications for orthotics.
7.6.3. Describe the precautions for orthotics.
7.6.4. Identify common orthotic devices, key component parts and the primary purpose for which the orthotic would be used.
7.6.5. Recognize skin condition changes that can occur with orthotic usage.
7.7. Describe the adaptations that are made to treatments that address age differences.
7.8. Describe the progression of a treatment program.
7.9. Describe the appropriate use of adaptive equipment including: adaptive seating, balls, wedges, prone stander, tilt table, etc.
7.10. Describe medical problems that may occur during treatment and actions that need to be taken including, how to monitor the patient, who to communicate the problem to, how to manage the patient.

8. Describe the importance of functional training in treatment of neurologic disorders.
8.1 Distinguish between physical function and psychological function.
8.2 Demonstrate understanding of functional assessment and impairment terminology.
8.3 Demonstrate ability to use a case study to apply clinical decision making skills when interpreting functional assessment data.

9. Demonstrate ability to use the Nagi model of disablement and the Guide to Physical Therapy to review a treatment plan.
9.1 Review a treatment plan for strategies that will address impairment, handicap and disability as needed.
9.2 Demonstrate the ability to use the Guide to Physical Therapy as a reference for assessment of a treatment plan.

Lab

1. Integrate professional behaviors into lab activities.
1.1. Demonstrate professional behaviors including effective communication during lab activities and practicals.

2. Demonstrate ability to observe and describe normal movement and posture.
2.1. Use appropriate terminology.
2.2. Identify normal variations of movement.
2.3. Describe normal posture and righting and equilibrium reactions in various positions and activities including:
2.3.1. rolling
2.3.2. supine-sitting
2.3.3. sitting-standing
2.3.4. walking

3. Demonstrate ability to integrate a variety of therapeutic principles and activities into an appropriate treatment program for individuals with neurologic dysfunction.
3.1. Demonstrate ways to minimize abnormal postural reflexes and tone in a variety of positions.
3.2. Demonstrate appropriate use of equipment including wedges, balls, bolsters, vestibular boards, scooters, etc.
3.3. Demonstrate the use of functional activities and positions as therapeutic interventions.
3.4. Demonstrate ability to modify intervention secondary to unrelated medical conditions and orthopedic principles.
3.5. Demonstrate ability to adapt treatment program for related problems i.e., communication disorders, cognitive disorders, behavioral disorders, respiratory insufficiencies, and sensory disorders.
3.6. Demonstrate and describe precautionary measures and contraindications to treatment.

3.7. Demonstrate ability to progress a program from pre-function and pre-gait activities to various functional activities and gait.
3.8 Demonstrate ability to assess balance using standardized test such as: Tinetti, Get Up and Go, Functional Reach Test, and Berg Balance Scale, then incorporate findings into treatment plan.

4. Describe the basic components and methods of application of selected orthotics.
   4.1. Identify the major components of and the methods of application of selected lower extremity and vertebral column braces.
   4.2. Differentiate between selected types of ankle joints, knee joints, locks,and upright attachments.
   4.3. Demonstrate ability to select and fit orthotics.
   4.4. Demonstrate ability to educate clients about care of orthotics.
   4.5. Demonstrate ability to educate clients about use of orthotics including safety concerns and skin care.
   4.6. Demonstrate ability to assess client understanding of instructions given.

5. Administer a therapeutic program based on a physical therapy plan of care, appropriate for individuals with neurological conditions.
   5.1. Identify areas of concern, precautions, etc.
   5.2. Identify and demonstrate a variety of appropriate treatment techniques.
   5.3. Demonstrate an understanding of safety factors as they relate to patient treatment.
   5.4 Demonstrate ability to gather data to develop a treatment program that will address plan of care.
   5.5. Demonstrate understanding of patient recovery and progression of exercises.
   5.6. Demonstrate ability to provide a variety of cueing that will facilitate patient learning.
   5.7. Discuss family and patient education as a part of treatment delivery.
   5.8. Demonstrate ability to assess client understanding of instructions.
   5.9. Demonstrate an ability to document interventions in SOAP format.

COURSE POLICIES

Grading Policies and Procedures: Grading will include participation, assignments, skill checks, lecture and lab quizzes, exams, and a final.
Tests – 60%
Quizzes –5%
Lab Practicals* – 20%
Case Presentations – 5%
Assignments* – 5%
Professional Behavior** – 5%

Final grades will be determined as follows: A= 93-100, B= 85-92, C= 77-84, D and F below 77.

*Assignments turned in after the class period on the date due will be graded down one letter grade per day late.
**A minimum score of 85% on each skill check is considered passing. You will be given three attempts to pass any skill check. On your second attempt, your assigned score will be .85 x your earned score. On third take, your assigned score will be .7225 x your earned score. You must pass every skill check to pass the course.
*** The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. Maximum points in this category are 5. This accounts for 5% of your grade. The rubric for assigning points is below:

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in	Participates in less than 50% of class time.	Arrives to class more than 5 minutes late	Arrives to class more than 5 minutes late	Arrives to class more than 30 minutes late	Is late by more than 10 minutes over 50% of the

	all class activities.	Arrives to class > 10 minutes late on more than 1, but less than 3 occasions OR has one excued absence in the semester.	on more than 3 occasions OR has two unexcused absences.	on more than 6 occasions OR has three unexcused absences a semester.	on more than one occasion OR is absent from class on 4 days out of the semester.	semester OR is absent for 5 days out of the semester.

Laboratory Classes
Students are expected to keep lab clothes in a locker in the locker room adjacent to the lab. Students are expected to wear appropriate clothing for the activities planned. Refer to the dress code in the PTA Handbook. Not wearing lab clothes on lab days will affect the student's participation grade. If there is a lecture prior to lab, students will be given time between lecture and lab to change clothes. If the class is meeting in the lab, students will be expected to be in lab clothes at the start of class. Failure to do so will affect the participation grade for the day.

Skill Checks
Skill checks will be completed after content is taught. Sign-up sheets will be posted. Deadlines for each skill check will also be posted. Failure to complete a skill check by the deadline will result in failure of the first attempt. The second attempt of any skill check must be arranged with the faculty member who teaches the class. Many skill checks require a partner. It is the student's responsibility to arrange to have a partner available for the skill check. A student having a valid reason for missing a scheduled skill check/lab practical and who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

Grade Appeal Process

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor delegated by this University. The grade appeal procedure is available for the review of allegedly capricious grading or clerical error by the instructor and not for the purpose of evaluating the student's academic excellence in any particular course. The Student Due Process Procedure is described in the MWSU Student Handbook of Rights and Responsibilities:
https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Attendance and Test Policy
University policy, as stated in the MWSU Student Handbook:

> Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.

Expectation Regarding Class Attendance: Regular attendance is required. Students who must miss class due to a university sanctioned event or who are acting as a representative of the

university or department must communicate with their instructors as soon as they are aware of a need to miss class/clinical.

Expectations Regarding Absences: Absences must be reported to the instructor ***prior to*** the scheduled class or clinical meeting time. Refer to the attendance policy is outlined in the PTA Student Handbook.

Exams are to be taken on the scheduled dates. A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The make-up exam may be in essay form. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Emergency Campus Closing Policy
Missouri Western State University will close only in extraordinary circumstances. If the University is to close due to weather/road conditions, the decision will be made as follow: Daytime Closing-normally the decision will be made by 6:00 a.m.; Evening Closing- normally the decision will be made by 4:00 p.m. Any closing of the University will be broadcast on the following stations: KCMO Radio (71 AM* and 95 FM), KKJO Radio (105.5 FM), KFEQ Radio (68 AM), KSJQ Radio (92.7 FM), WDAF Television (Channel 4), KQTV (Channel 10). If closings are not reported on the aforementioned stations, it should be assumed the University is open. It should be noted the University Administration will take several factors into consideration when making the decision to close the University due to weather/road conditions. Therefore, it cannot be assumed the University will close when area schools are closed. Notification will also be posted on Missouri Western's web page.

Emergency Procedures
Students may sign up for the Griffon Alert Emergency Notification System for Missouri Western State University. The system is activated by the Missouri Western Police Department and is designed to be used for emergencies on campus that affect or could affect multiple persons and or cause significant infrastructure or property damage. Please see the website for additional information:
https://www.missouriwestern.edu/griffonalert/

Academic Honesty and Due Process
Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report

forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at http://www.missouriwestern.edu/handbook/index.pdf
Cheating on exams or other class assignments (including quizzes), plagiarism, knowingly furnishing false information in either classroom or in clinical constitutes a violation of the Academic Honesty Policy as stated in the MWSU Student Handbook of Rights and Responsibilities. Violations of this policy are grounds for dismissal from the course or program.

Accessibility Policy
If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center (ARC) in Eder Hall, room 203N or visit the ARC website atarchttp://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice.
Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination and Sexual Misconduct
Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Audio/Video Recording in Class and/or Lab
It is vitally important for Missouri Western State University to foster and maintain an

educational environment that promotes free discussion, inquiry and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which Missouri Western State University has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights with responsibility.

The content of any lecture/class presentation remains the intellectual property of the person delivering the session. Students may make audio or video recordings of course activity only with permission of the faculty member conducting the course. If the student believes it is necessary to record sessions due to a disability or needs additional assistance, the student must first contact Missouri Western's Accessibility Resource Center to establish such need. By virtue of this policy, all students and attendees in any classroom setting or university presentation are placed on notice that they may be recorded or taped, both photographically or audio based.

Any and all recordings of lectures or class presentations are authorized solely for the purpose of the student's individual or group study with other students enrolled in the same class. Such recordings may not be reproduced or uploaded to publically accessible web environments. Recordings of classes or course material may not be exchanged or distributed for commercial purposes, for compensation or for any other purpose other than study by students enrolled in the present class. Students must delete all recordings and tapes at the end of the course.

Please note that materials used in the classroom or online presentations (video, graphic, photographic, etc.), web-based and social media may also have their own copyright. While presentations and displays are generally allowed when reproduced in the classroom, copyright law does not extend the privilege to second-level reproductions. Any violation of this policy may subject a student to disciplinary action under the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University and/or punishment under Federal or State Privacy, Intellectual Property or Copyright Law.

MISSOURI WESTERN STATE UNIVERSITY
School of Nursing and Health Professions
COURSE SYLLABUS
PTA265 Diseases and Dysfunctions

Course Description: Study of the pathologies of the human body as related to Physical Therapy intervention: musculoskeletal, cardiovascular, respiratory, immunological, lymphoid, neoplasms, genitourinary, connective tissue, and pregnancy.
Prerequisites: Successful completion of PTA 255 and 260.

Course: PTA 265 Diseases/Dysfunctions
Instructor: Cosette Hardwick, PT, DPT
Location: JGM 306
Hours: MWF 8:00-9:50
E-mail: hardwick@missouriwestern.edu

Credit Hours: 3

Office Hours: M 10-1, F 10-12
Telephone: (816) 271-5996
Office: JGM 304B

Text/Materials:
Required:
- Lescher, Penelope. Pathology for the PTA. F.A.Davis. Philadelphia. 2011
- Graves, Rebecca. Clinical Decision Making for the PTA. F.A.Davis. Philadelphia. 2013
- Course Notes
- Kisner, Carolyn and Colby, Lynn Allen. Therapeutic Exercise. F.A. Davis. 6th ed. 2007

Recommended:
- Skinner, Steven and McVey, Christina. Pocket Notes for the PTA. Jones and Bartlett. 2nd ed. 2013
- Dreeben-Irimia, Olga. Physical Therapy Clinical Handbook for PTAs. Jones and Bartlett. 2nd ed. 2013

PERFORMANCE OBJECTIVES AND STUDENT COMPETENCIES

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

1. Integrates seven core values of professional behaviors into classroom activities.
   - 1.1 Demonstrate effective verbal and non-verbal communication during classroom activities.
   - 1.2 Demonstrate behaviors, conduct, actions, attitudes and values consistent with the roles, responsibilities, and tasks of the PTA.
   - 1.3 Consider social, emotional, cultural, psychological, environmental, and economic influences of the patient, adapting approach accordingly.
   - 1.4 Seek further education in the use and delivery of interventions based on evidence.
   - 1.5 Demonstrates ability to make adjustments to interventions, including stopping treatment, and asking for clarification before beginning, based on plan of care knowing when to communicate with supervising physical therapist.
   - 1.6 Demonstrate ability to be a case manager in a group activity that involves a case study presentation. Responsibilities will include: organizing information from other group members and presenting it to the group.

2. Demonstrate knowledge of pathophysiology of body subsystems including cardiovascular, respiratory, hematopoietic/lymphoid, gastrointestinal, urinary hepatic, biliary, pancreatic, endocrine, integumentary and musculoskeletal.
   - 2.1 Identify physiological process of cell injury and the response to injury.

2.2 Describe the major function of each subsystem.
2.3 Identify the clinical manifestations and significance of disorders or dysfunctions of each subsystem.
2.4 Describe the diagnostic test and medical/surgical treatments of disorders of each subsystem.

3. Apply knowledge of pathophysiology in planning a systematic assessment, in identifying problems and in planning physical therapy interventions for patients with dysfunctions of each subsystem.
3.1 Discuss the factors that influence health and identify the factors that can be modified by physical therapy intervention.
3.2 Identify the specific techniques that can be used by the physical therapist assistant to identify problems related to each subsystem dysfunction.
3.3 Identify and discuss the steps of planning a physical therapy intervention integrating knowledge of pathophysiology of each subsystem, impact of pharmacological intervention, standards of care, and psychological and cultural needs of patient.
3.4 Describe the changes to intervention that occur across the lifespan.
3.5 Describe the Nagi and ICF models of disablement and discuss its relationship to the delivery of PT services
3.6 Describe the role of the PTA in prevention of disease and promotion of health.

4. Apply knowledge of medical records, physical therapy interventions and treatment adaptations to critically assess and solve problems in patient care scenarios.
4.1 Review and identify location of relevant data within the medical chart.
4.2 Discuss a physical therapy plan of care.
4.3 Demonstrate knowledge of abbreviations and terminology commonly used within the medical chart.
4.4 Discuss physical therapy interventions and how they can be adapted.
4.5 Use critical thinking skills to review a patient chart, identify medical problems, and discuss how medical problems will interfere with physical therapy intervention.
4.6 Develop a physical therapy intervention plan from a plan of care that will progress a patient to their highest potential.
4.7 Identify persons to be notified when changes in plan of care are recommended.
4.8 Discuss the needs of the patient as a part of the process of discharge planning, including education, home program, safety, home/work/community adaptations, equipment, and care giver education if necessary.

5. Demonstrate critical thinking and responsibility while participating in a service learning project.
5.1 Assume accountability for professional growth and involvement.
5.2 Discuss variables that can affect client learning during treatment.
5.3 Discuss modifications to patient education based on a variety of variables.

6. Demonstrate ability to provide treatment to patients with pulmonary dysfunction.
6.1 Describe the data collection techniques used by a physical therapist to assess patients with pulmonary dysfunction.
6.2 Demonstrate knowledge of indication, precautions and techniques for application of postural drainage.
6.3 Demonstrate knowledge of teaching patients to breathe and cough.
6.4 Demonstrate knowledge of indications and techniques used for breathing exercises and retraining.

COURSE POLICIES

Grading Procedure

Tests and Quizzes* – 55%
Assignments– 20%
Case Study presentations – 10%
Case Discussions – 10%
Professional Behaviors – 5%

Final grades will be determined as follows: A= 93-100, B= 85-92, C= 77-84, D and F below 77.

*All tests/quizzes are completed on-line. Students are expected to complete these tests alone and without the use of classroom materials.

Professional Behaviors

The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. Maximum points in this category are 5. This accounts for 10% of your grade. The rubric for assigning points is as below:

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in all class activities.	Participates in less than 50% of class time. Arrives to class > 10 minutes late on more than 1, but less than 3 occasions OR has one excused absence in the semester.	Arrives to class more than 5 minutes late on more than 3 occasions OR has two unexcused absences.	Arrives to class more than 5 minutes late on more than 6 occasions OR has three unexcused absences a semester.	Arrives to class more than 30 minutes late on more than one occasion OR is absent from class on 4 days out of the semester.	Is late by more than 10 minutes over 50% of the semester OR is absent for 5 days out of the semester.

This rubric is a guideline. Your grade includes commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management and completion of portfolio requirements for the semester.

Academic Honesty and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will

be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

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The following is the *PTA Program* policy on academic dishonesty:

Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. See PTA Student Handbook for more information.

Violations of Academic Honesty

Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

Attendance Policy

In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

Make-up Exam/Assignment Policy

Exams are taken in Moodle modules. They are open for several days. Contact the instructor or IT services at the University if you have trouble taking your exam. It is the student's responsibility to reschedule any missed assessments.

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Students with Disabilities

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center in Eder Hall 203 or visit the ARC website at http://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as other printed or electronic materials, can be made available in alternative accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Other Policies and Requirements

This class does involve one lab period later in the semester that involves learning specific treatment techniques for pulmonary disorders. If this lab is scheduled outside of class time, several options for scheduling will be given.

MISSOURI WESTERN STATE UNIVERSITY
School of Nursing and Health Professions
COURSE SYLLABUS
PTA270 Psychosocial Aspects of PT

Course Overview: This course involves the use of interaction through discussion, activities, and journaling to facilitate the process of self-reflection, and the development of improved professional communication through the understanding of the spectrum of human differences. It also looks at how physical, psychological, emotional disability can alter therapeutic intervention. Prerequisites: PTA 255, 260.

Course Lecture Hours: Wednesday 10:00-12:00
Location: JGM 306

Instructor: Cosette Hardwick, PT, DPT — Office: 304B
Telephone: 816.271.5996 — Office Hours: M 10-1 & F 10-12

Texts (Required):

Drench, Meredith, Noonan, Ann Cassidy, et. al., Psychosocial Aspects of Health Care 3rd ed., Prentice Hall, 2007
Sife, Wallace. After Stroke: Enhancing Quality of Life. Haworth Press, 1998
Course Notes
Davis, Carol M. Patient Practitioner Interaction 5th ed. Slack Incorporated, 2006

PERFORMANCE OBJECTIVES AND STUDENT COMPETENCIES

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

1. Integrate core values and professional behaviors into classroom activities.
   - 1.1 Demonstrate effective verbal and non-verbal communication during classroom activities.
   - 1.2 Demonstrate behaviors, conduct, actions, attitudes and values consistent with the roles, responsibilities, and tasks of the PTA.
   - 1.3 Complete a self-assessment at the beginning of the semester, developing goals to re-address areas of weakness.
   - 1.4 Continuing working on a professional portfolio that includes goals and a minimum of two components completed by the end of the semester.

2. Discuss the elements of a successful patient/professional relationship.
   - 2.1. Demonstrate knowledge of the strategies that can be used to establish successful client relationships.
   - 2.2 Analyze aspects of verbal and non-verbal communication and the role of each
     in achieving successful client practitioner interaction.

2.3 Select and effectively implement communication techniques (oral, written, and nonverbal) appropriate to client age, conditions, and situations.
2.4. Demonstrate understanding of client's rights and the PTA's responsibilities in the relationship.
2.5 Distinguish among sympathy, pity identification, self-transposal and empathy.
2.6 Demonstrate knowledge about levels of conflict and how negotiation can be utilized by the PTA to deal with conflict.
2.7 Determine personal and professional boundaries appropriate for creating a safe, encouraging environment for healing.
2.8 Discuss how a client's perception of quality of life impacts the delivery of services.
2.9 Demonstrate principles of effective patient education.
2.10 Demonstrate knowledge of caregiver roles and responsibilities and understanding effective communication techniques.

3. Demonstrate knowledge of responses to illness and disability.
3.1 Recognize psychosocial reactions to illness, disability and loss, including the differentiation of adjustments to traumatic injury, progressive disability, psychiatric disability, terminal illness, and developmental and congenital disabilities
3.2 Discuss how psychiatric disorders, self-destructive behaviors, and chronic illness complicate the client's response to their illness and disability.
3.3 Define health behavior and health literacy
3.4 Recognize client behaviors and associate them with typical presentations of metal health challenges and integrate that knowledge into effective therapeutic interactions.
3.5 Demonstrate knowledge of standardized questionnaires and how they are used to augment patient information.

4. Discuss the responses to loss that are experienced by the patient.
4.1 Recognize the stages of response to death and dying and discuss the PTA role in the client and family grieving process
4.2 Demonstrate knowledge of the types of grief and the variations in grieving behaviors.
4.3 Discuss the role of the PTA in assisting the patient to adjust to a loss.
4.4 Discuss intervention and support techniques to facilitate healthy adjustment to loss, including understanding roles of other health care professionals.

5. Demonstrate knowledge of personal differences in attitudes and perspectives and how that impacts patient treatment.
5.1 Identify in self and others, values, attitudes and behaviors that will affect health care delivery.
5.2 Discuss the importance of self-esteem, body image and sexuality with respect to rehabilitation
5.3 Demonstrate an awareness of client spiritual and/or religious needs.

5.4 Demonstrate knowledge of levels of communication within health care system.
5.5 Demonstrate ability to communicate effectively with other health care personnel.

6. Discuss the importance of self-awareness to providing quality patient care.
6.1 Increase self-awareness regarding attitudes toward illness, disability, aging, and diversity, and understand how those attitudes can affect quality of client care.
6.2 Define and examine personal and professional values and to explore the role they play in determining behavior
6.3 Continue development of a plan for growth based on self-evaluation.
6.4 Facilitate self-awareness through reading, completing exercises and journaling about oneself.
6.5 Emphasize the importance of self-knowledge in relation to quality of one's life and the choices one makes.
6.6 Identify signs and sources of professional burnout, and develop prevention and intervention plans
6.7 Explore the effects of stress on the body and on our perceptions of situations
6.8 Demonstrate understanding of the nature of stress, its physiological effects and effective methods of intervention.

COURSE POLICIES

Grade Policies and Procedures:
Grading will include:

Journal	= 25%
Assignments	= 20%
Presentation	= 20%
Book/Movie Reports	= 15%
Professional Behavior	= 20%

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Professional Behaviors
The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. Maximum points in this category are 5. This accounts for 10% of your grade. The rubric for assigning points is as below:

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Missouri Western State University

COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 280 Clinical Rehabilitation Location: JGM 303/306
Course Lecture/Lab Hours: 8:30 am -12:50 pm Tuesday and Thursday
Instructor: Maureen Raffensperger Office: JGM 304C Telephone: 816.271.4251
Office Hours: Monday/ Wednesday 10-12, Tuesday 1:30-2:30, or by appointment

Text/Materials –
Required:

Cameron and Monroe, Physical Rehabilitation for the Physical Therapist Assistant, 1 edition. Elsevier, 2011, isbn#978-1-4377-0806-6.

Course handouts.

Recommended:

Somers, Spinal Cord Injury: functional rehabilitation, 3rd edition. Prentice Hall, 2010, isbn # 9780131598669.

Course Overview: Physical therapy rehabilitation principles for patients following amputation, total joint surgery, fractures, and spinal cord injury. Proprioceptive neuromuscular facilitation in rehabilitation. Physical therapy interventions with chronic illness, the elderly, and dying patients. To be taken concurrently with PTA265 and PTA270. Prerequisite: a grade of C or better in PTA255 and PTA260.

KEY COURSE QUESTIONS

1. How is the treatment after a joint replacement different from that after an ORIF?
2. What choices are there for pre-prosthetic residual limb care?
3. How does gait in an amputee differ from normal gait?
4. What are the various causes of gait deviations in an amputee?
5. What does the level of spinal cord injury tell us about function?
6. What are possible uses of PNF?
7. What are the effects of aging, and how does this affect your practice?
8. What classes of drugs are used commonly in our patient population? What are examples of each?
9. How do we develop a therapeutic exercise program for various rehab pathologies?

COURSE OBJECTIVES

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

COGNITIVE:

1. Demonstrate professional behavior including communicating with others in an effective and appropriate manner, in classroom and lab activities.

2. Describe the role of physical therapy in the rehabilitation of the total hip and total knee arthroplasty patient.
   - 2.1 Describe conditions leading to surgery, and surgical procedures.
   - 2.2 Describe the rehabilitation process, including precautions of positioning and movement, exercise, weight bearing status, use of CPM devices and biofeedback, etc.
   - 2.3 Discuss use of Barthel Index to assess functional ability in self-care.
   - 2.4 Discuss gait with assistive device after total joint surgery.

3. Describe the role of physical therapy treatment after a lower extremity fracture.
   - 3.1 Describe selected surgical procedures after lower extremity fracture.
   - 3.2 Describe the rehabilitation process, including precautions of positioning and movement, exercise, weight bearing status, use of CPM, etc.
   - 3.3 Discuss gait with assistive device after surgical repair of LE fracture.

4. Describe the role of physical therapy after amputation.
   - 4.1 Discuss the conditions leading to and the indications for amputations.
   - 4.2 Discuss the levels of amputation and the surgical and rehabilitation considerations, advantages and disadvantages of each.
   - 4.3 Discuss, using examples, the basic prosthetic units and components and their utilization.
   - 4.4 Discuss immediate postoperative prosthetic fitting (IPOP), advantages and contraindications.
   - 4.5 Discuss sensations commonly experienced by the amputee.
   - 4.6 Describe physical therapy involvement in the pre/post surgical management of lower extremity amputees with or without prostheses.
   - 4.7 Identify reasons a person would not be a good candidate for a prosthesis.
   - 4.8 Describe the desirable characteristics of an AK and BK residual limb, and how PT is involved in achieving these characteristics.
   - 4.9 Describe common residual limb and prosthesis problems.
   - 4.10 Describe the functional expectations for various levels of amputation.
   - 4.11 Identify the common positions of contracture for AK, BK, AE, and BE amputees.
   - 4.12 Describe the daily care and inspection of a residual limb.
   - 4.13 Describe care of stump socks and prosthetic sockets.
   - 4.14 Describe an exercise program for strengthening and for prevention of contractures.
   - 4.15 Discuss causes of and treatment options for phantom limb pain.
   - 4.16 Discuss factors used to determine if patient is able to care for residual limb and

prosthesis.
4.17 Compare prosthetic gait to normal gait.
4.18 Describe the basic components of gait training for the LE amputee including: weight shifting, stance phase and swing phase.
4.19 Describe common gait deviations of the LE amputee, and possible causes.

5. Describe the uses of Proprioceptive Neuromuscular Facilitation (PNF).
5.1 Describe diagonal movement patterns, optimum sequence of muscle contraction.
5.2 Describe the goals of PNF: facilitation/excitation/inhibition/modification of sensory input to alter muscle response, irradiation.
5.3 Describe the significance of hand placement and optimum strength and direction of resistance.
5.4 Describe the basic techniques used in PNF: hold-relax, slow reversal, rhythmic stabilization, repeated contractions, diagonals, etc.

6. Describe the role of physical therapy treatment after spinal cord injury.
6.1 Describe the significance of partial vs. complete spinal cord injury.
6.2 Describe the significance of the level of spinal cord injury.
6.3 Describe the common manifestations of these partial lesions: Brown-Sequard syndrome, anterior cord syndrome, central cord syndrome, posterior cord syndrome, and cauda equina lesions.
6.4 Describe the following secondary occurrences to spinal cord injury: spinal shock, spasticity, autonomic dysreflexia, neurogenic/non-reflex bladder, DVT, postural hypotension, and pressure ulcers.
6.5 Describe sexual function in spinal cord injury.

7. Communicate an understanding of the plan of care developed by the physical therapist to achieve the stated goals and intended outcomes.

8. Describe the common pharmacological agents prescribed for patients with arthritis, diabetes, and spinal cord injury.

9. Discuss the effect of aging on various systems of the body, and how this impacts therapeutic intervention.

PSYCHOMOTOR:

1. Demonstrate a program of intervention for a patient s/p total joint replacement, hemiarthroplasty or lower extremity fracture, based on an established plan of care.
1.1 Demonstrate safe and effective post operative exercise, transfer training, gait training.
1.2 Demonstrate safe patient handling, including awareness of dislocation precautions and weight bearing status.
1.3 Utilize a CPM device appropriately and safely as an adjunct in the rehabilitation process.

2. Demonstrate the basic principles of pre-amputation and post-amputation rehabilitation of

an above knee (AK) or below knee (BK) amputee, based on an established plan of care.

2.1 Using a model, correctly wrap a residual limb.

2.2 Effectively educate the patient on care of the unaffected limb and footwear.

2.3 Instruct a fellow student in a preoperative exercise program.

2.4 Instruct a fellow student in a pre-prosthetic exercise program.

2.5 Position a fellow student to avoid common contractures for an AK, BK, AE, and BE amputation.

2.6 Demonstrate the basic principles of gait training for the BK and AK amputee.

2.7 Instruct a fellow student in beginning gait training for the LE amputee.

3. Apply basic PNF techniques.

3.1 Demonstrate selected PNF techniques.

3.2 Demonstrate appropriate PNF techniques given a treatment goal.

4. Demonstrate the basic principles of spinal cord rehabilitation, based on an established plan of care.

4.1 Provided information regarding sensation and strength, determine the ASIA level of spinal cord injury within one level.

4.2 Instruct a fellow student in basic principles of pressure relief.

4.3 Instruct a fellow student in mat/gait strategies that are appropriate for a given level of spinal cord injury.

4.4 Instruct a fellow student in selective shortening or lengthening of appropriate muscles, given a level of spinal cord injury.

5. Demonstrate ability to carry out a simulated treatment session for rehabilitation of a patient with a joint arthroplasty or LE fracture, an amputee, and a spinal cord injury on lab partner based on a plan of care.

5.1 Communicate with patient simulator in an effective, appropriate and capable manner.

5.2 Use information on a plan of care to perform data gathering, interventions and patient education to progress patient toward the goals of treatment.

5.3 Exhibit professional behavior with patient simulator that displays commitment to the patient, the profession, and upholding of legal, ethical and safe practice standards.

5.4 Adjust interventions within the plan of care established by the physical therapist according to lab partner's simulated response to treatment and notifies supervising PT of any adjustments made.

5.5 Perform patient education with patient simulator based on plan of care by PT.

5.6 Document treatment interventions in SOAP note which are thorough, accurate, logical, concise and legible. Objective documentation to include information on ROM, strength, sensation, proprioception, balance, transfers, bed mobility, gait, education and mentation as appropriate.

5.7 State appropriately when the physical therapist should be notified.

6. Demonstrate safety awareness in the lab at all times.

AFFECTIVE:

1. Integrate the seven core values of professional behaviors into classroom/lab activities.

2. Discuss the challenges of treating a patient who is dealing with the loss of a limb, loss of function due to joint fracture or replacement, and spinal cord injury.

3. Discuss the challenges in treating a patient who is terminally ill and possible conflicts in how much care is provided.

Grade Policies and Procedures: Grading will include skill checks, lecture quizzes, assignments and a midterm and final examination. There will be:

one lecture test worth 30% total
one comprehensive final worth 35%
two lab practicals worth 10% each
one amputee project worth 5%
professional behaviors worth 10%

A minimum score of 85% on each lab practical is considered passing. You will be given three attempts to pass any lab practical. On your second take, your assigned score will be .85 x your earned score. On third take, your assigned score will be .7225 x your earned score. You must pass every lab practical to pass the course. An unexcused absence on a lab practical will result in a grade of "0" on that assignment, and may result in consequences up to and including dismissal from the program.

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Professional Behaviors

The portion of your grade based on professional behaviors will take into account unexcused absence, tardiness, and lack of class participation. This accounts for 10% of your grade. The rubric for assigning points for class participation is as below:

Percentage	5	4	3	2	1	0
Expectations	Arrives to class on time. Fully participates in all class activities.	Participates in less than 50% of class time. Arrives to class > 10 minutes late on more than 1, but less than 3 occasions OR has one excused absence in	Arrives to class more than 5 minutes late on more than 3 occasions OR has two unexcused absences.	Arrives to class more than 5 minutes late on more than 6 occasions OR has three unexcused absences a semester.	Arrives to class more than 30 minutes late on more than one occasion OR is absent from class on 4 days out of the semester.	Is late by more than 10 minutes over 50% of the semester OR is absent for 5 days out of the semester.

		the semester.				

Your professional behaviors grade also includes commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management.

University Academic Dishonesty Policy and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

Violations of Academic Honesty

Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

PTA Program Academic Dishonesty Policy

Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. Course instructors may recommend more severe consequences, up to and including immediate suspension from the program on first offense. These recommendations will be considered by the program faculty on a case-by-case basis.

Make-up Exam/Assignment Policy

Exams are to be taken on the scheduled dates. Students may not leave the classroom during exams. It is recommended that the student use the restroom, get facial tissues, and get a drink prior to the exam.

A student having a valid reason for missing a scheduled exam **and** who notifies me before the test may arrange to take the exam at a later date. The student will be required to take the missed exam and pass it with greater than 76%. Any student who does not notify me before the exam will be given a "0" for the exam.

A student having a valid reason for missing a scheduled skill check/lab practical **and** who notifies me and the tester before the scheduled time may arrange to take the skill check/lab practical at a later date. Failure to notify beforehand will result in a first attempt failure.

It is the student's responsibility to reschedule any missed assessments.

Assignments turned in after the class period in which they are due will be graded down one letter grade for each day late.

Students with Disabilities

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at http://www.missouriwestern.edu/ds/ as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Attendance Policy

In the classroom, regular attendance at scheduled class sessions is mandatory. If a student unable to attend class it is his/her responsibility to inform the instructor at least ½ hour before the beginning of class. Failure to inform the instructor may lead to an unexcused absence.

See the PTA Student Handbook for complete program policies on attendance.

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Missouri Western State University

COURSE SYLLABUS

College of Professional Studies
Nursing and Allied Health Department
Physical Therapist Assistant Program

Telephone: 816.271.4251

Course: PTA 295 Clinical Seminar — Location: JGM 303/305
Course Lecture/Lab Hours: see attached
Instructor: Maureen Raffensperger — Office: JGM 304C
Office Hours: by appointment

Text/Materials – handouts provided

Course Overview: Review and evaluation of clinical affiliation experiences, board exam preparation, resume writing and interview skills. Prerequisites: PTA 260 and 280.

KEY COURSE QUESTIONS

1. How do I submit an application for licensure in Missouri?
2. What is the procedure to find out about other states?
3. What is a Jurisprudence Exam?
4. What are the components of a good resume?
5. How do I use sample board exams to assess areas of weakness?
6. How does a professional portfolio assist me in job application?

COURSE OBJECTIVES

That the student shall be able to:

1. Complete all requirements for state licensure, and state steps necessary for licensure exam registration.
2. Complete a resume and cover letter, and feel prepared in regards to finding employment including interviewing skills.
3. Demonstrate ability to self-assess areas of strength and weakness in preparation for board examination and lifelong learning.
4. Demonstrate a commitment to the members of the profession by inservicing classmates.
5. Turn in a completed professional portfolio which demonstrates the student's commitment to patients and the profession, and their participation in community and service organizations and activities.
6. State an understanding of the role of the PTA in clinical education of student PTAs.

Grade Policies and Procedures: Grading will include attendance, completion of a resume, cover letter, application for licensure, surveys, self-assessment as well as participation in mock interviews, and inservicing classmates.

Attendance	=	30%
Inservicing classmates	=	10%
Portfolio overall grade	=	20%
Assignments completed	=	40% (10% each for surveys, resume, cover letter, self-assessment)

Final grades will be determined as follows: A = 93-100, B=85-92, C=77-84, D and F below 77.

Academic Dishonesty Policy and Due Process

The following is the *University* policy on academic dishonesty:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

Violations of Academic Honesty

Violations of academic honesty include, but are not limited to, the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

The following is the *PTA Program* policy on academic dishonesty:

Any student engaging in academic dishonesty on an exam or quiz will receive a "0" grade on that piece of work. As a policy of the PTA Program, if a student is found cheating a second time, automatic suspension from the program will result. See PTA Student Handbook for more information.

Assignment Policy

Assignments are due on scheduled dates. Assignments turned in after the class period on the date due will be graded down one letter grade per day late.

PTA CLINICAL EDUCATION

CLINICAL EDUCATION PHILOSOPHY

Clinical education is an integral part of the curriculum. We believe that educational experiences in a clinical setting, with the guidance of knowledgeable clinical educators, will allow the students to integrate and apply their technical skills and knowledge, professional behaviors, communication skills, and problem solving and critical thinking skills, to develop into competent physical therapist assistants.

To facilitate this growth, we feel it is important for the students to learn in a variety of settings, including inpatient, outpatient and specialty settings. The students will complete 15 weeks of full time affiliations. The students will work with a clinical educator to establish specific learning objectives and experiences. The students will maintain contact with the academic program through on-line course work that will including, but is not limited to journaling, group discussion and case study models. The students will be expected to demonstrate technical knowledge, but also the ability to self-reflect on their activities and behaviors and those of the people around them and use that reflection to set goals for themselves.

CLINICAL EDUCATION STANDARDS

I. Requirements and Preparation

All clinical education courses are viewed by the faculty as being of equal importance with the didactic courses offered in the PTA program. Clinical education is a series of structured learning experiences designed to allow students to develop and improve clinical skills, to identify personal attitudes and feelings, and to be socialized into the profession.

All required PTA courses must be taken and passed successfully prior to clinical experience. An unsatisfactory grade in any clinical experience will result in the need for a remediation clinical experience. A student will be unable to participate in any succeeding clinical experience or graduate until remediation is completed.

At entry to the PTA program, the student is **required** to submit:

- Evidence of current immunizations
    - Measles/mumps. For students born on or after 1/1/57, provide adequate documentation of diagnosed disease, laboratory evidence of immunity, or documentation of adequate vaccination.
    - Varicella (chickenpox). Adequate vaccination, diagnosed disease, or for those with a negative or uncertain history of varicella, serologic screening.
    - Hepatitis B series (can waive if documented; titer optional)
    - Rubella. For students born on or after 1/1/57, provide adequate documentation of diagnosed disease, laboratory evidence of immunity, or documentation of adequate vaccination.
    - Tetanus-Diphtheria. Booster every 10 years after initial series
    - Polio
    - TB. Yearly TB screens throughout the program are required. May be completed after entry to the program.
        - 2 step TB screening (if no prior TB screening)
        - Annual TB screen (date, type, result)
- Signed Clinical Informed Consent. Completed yearly.
- Signed Confidentiality Statement. Completed yearly.

At least four months prior to clinical the student is **required** to submit:

- Drug screen results conducted through an approved lab contracted by the School of Nursing and Health Professions.
- A current CPR professional certification card that will not expire prior to or during the clinical experience
- A current First Aid certification card that will not expire prior to or during the clinical experience
- Student Health Report. Completed yearly.
- Current TB screen (must not be older than 1 year at time of clinical)
    - Must be a 2 step TB screening if no prior TB screening
- Student Data Sheet. Completed for each clinical experience.
- Proof of medical insurance or plan to obtain medical insurance

Within one month of first clinical the student is **required** to submit:

- Criminal background check through Certified Background Check or other source upon approval of ACCE.
- Successful completion of all HIPAA and OSHA training provided during prior semesters.

Lack of completion of any of the above items will result in removal from the program.

Some facilities have more restrictive requirements, for example: more extensive drug screens, color blindness checks, on site HIPAA training, or more extensive background checks. This information can be found in the clinical file found in the ACCE's office. It is your responsibility to review the files, consider the site's requirements, and be prepared to meet the requirements prior to beginning that clinical rotation. Refusal of a drug screen, criminal background check, or any other documented clinical requirement prior to beginning a clinical once placement has occurred may result in dismissal from the program. A clinical site has the authority to request documentation of completion of these activities or follow-up testing from the student at the onset of the clinical. Failure to comply with a clinical site's request after onset of the clinical will result in a grade of "F" for the clinical assignment, and possible dismissal from the program. If a clinical site makes a request that was not on file, the student should immediately contact the ACCE. A determination of clinical placement will be made at that time.

No less than two weeks prior to the clinical experience, the student must contact the Center Coordinator of Clinical Education (CCCE) at the facility to get information on the following:

- housing (if needed) - ***Securing housing is your responsibility!***
- directions to the facility
- where and to whom to report
- parking
- work hours
- dress code
- other pertinent information

II. Medical Insurance

Because of the nature of the profession, PTA students may be exposed to certain health risks during the course of their clinical practice. The majority of these risks can be eliminated or minimized by following established standards.

Students should be aware that neither the university nor clinical sites provide health insurance for students. Each individual student is responsible for his/her own health care. Injuries sustained by the student in the clinical setting are NOT covered by either the school or the clinical facility. While on clinical, students are required to maintain health insurance coverage. If desired, students may purchase health insurance through the Student Health Center in Blum Union, room 203, 816-271-4495. Additionally, insurance can be acquired through the American Physical Therapy Association (APTA) for student members. Students must provide the policy number and insurance provider to the ACCE and must have a card available for the clinical site if they require a copy.

III. Attendance/Tardiness

An **excused absence** is an absence which should be arranged prior to the event with the clinical instructor (CI) of the facility, or the result of an illness in which the CI is notified by 8:00 am. An **unexcused absence** is an absence in which the student has failed to notify his/her CI in a timely manner, or the result of a planned absence in which the student has failed to obtain permission from the CI prior to the absence.

The student is entitled to no more than one excused absence during PTA 185, and two excused absences during PTA 285 and PTA 290 without making up the days missed. Any more days missed must be made up. All unexcused absences must be made up.

Any unexcused absence must be reported by the CI to the ACCE immediately. More than two unexcused absences in any clinical affiliation period may result in a hearing before academic faculty. Discipline may range from oral warning to dismissal from the program.

If a student is absent (excused) for three consecutive days due to illness, he/she must provide written assurance from a physician that he/she is capable of returning to assigned duties. A copy must be furnished to the CI and the ACCE.

Students with sick children should make every attempt to find child care before deciding to take an absence. The student must notify the CI by 8:00 am. Reported absences due to sick children will be considered excused and the student will be subject to the same makeup policy described above.

If a student is absent for three or more days and does not report in, it will be assumed that the student has voluntarily removed him- or herself from the program and will be dismissed as such. The student will be notified of this in writing, and may appeal.

The student must adhere to the schedule of the clinic at all times. If the student is unavoidably tardy, he/she must notify the clinical facility by phone. Tardiness should be reported by the student to the CI immediately upon arrival at the clinic. Tardiness that is not reported is considered unexcused tardiness. The CI must report more than two incidences of unexcused tardiness to the ACCE. More than two incidences of unexcused tardiness may result in a hearing before the academic faculty with possible action ranging from oral warning to dismissal from the program.

Students who need to travel more than 300 miles between affiliations, and who have met the requirements of the affiliation may take the final Friday as a travel day. Permission from the CI and the ACCE must be obtained.

IV. Extended Absence Due to Illness or Military Service

In the event of an extended absence from clinical due to illness or military service, missed coursework must be completed. If the coursework can be made up prior to the end of the internship, attempts will be made to accommodate the student. The student cannot continue into the next semester until the clinical is satisfactorily completed. If it is not possible to complete the

coursework prior to the next semester, the student must repeat the course. If the extended absence is due to medical reasons, prior to returning to clinical the student must have documentation of leave and a release form to return to school signed by their physician.

V. Dress Code

During clinical courses, students are to adhere to the policy of the physical therapy department of the facility. If no facility policy is identified, the following guidelines will be followed:

1. Solid color polo, dress blouse or shirt (no T-shirts with logos or writing permitted).
2. Navy, khaki, or black pants.
3. Navy, brown, black or white closed toe shoes.
4. Scrubs allowed based on dress code at clinical site

Name tags must be worn at all times. Proper undergarments must be worn at all times. This includes socks or hose. Hair must be clean and tied back if long. Facial hair on males must be well groomed. Clothes should be clean and neat. There should be no excessive use of makeup, perfumes or colognes. Nails should be kept short and neat with only light colored polish permitted. No false nails are allowed on clinical affiliations, due to the risk of spread of infection. If the expectation is to gain the confidence and respect of co-workers and patients, a professional appearance must be maintained at all times.

VI. Assignments

Assignments will be designated by the ACCE prior to each clinical rotation. These may include, but not be limited to, keeping a journal, writing case studies, providing an inservice, online activities, etc.

VII. Evaluations

A. Student Evaluations

1. The Clinical Instructor is responsible for completing the Clinical Performance Instrument (CPI). The CI will complete a formal midterm evaluation of the student's performance during the third or fourth week of Clin Ed II and III. The midterm evaluation allows the student and CI to review the course objectives, see how the student is progressing, identify any immediate problems, and revise objectives if necessary. On Clinical Education I, the CI may wish to make this a less formal process, due to the shorter time frame.

2. The CI will complete a formal final evaluation during the last week of each clinical rotation. This will be discussed with the student on or near the last day of the affiliation. The CPI must then be returned to the ACCE. It can either be mailed by the facility, or hand delivered by the student, in a sealed envelope signed across the flap.

B. Facility Evaluations

1. The student must complete a Student Evaluation of the Clinical Experience and Clinical Instruction at the end of each clinical rotation. This should be shared with the clinical educator on or near the last day of the affiliation. Any information that the student is uncomfortable sharing with his/her clinical educator should be given to the ACCE. If the facility has their own evaluation form that they request the student complete, the student should do so, though MWSU's form must also be completed.

2. The Student Evaluation of the Clinical Experience and Clinical Instruction must be submitted to the ACCE promptly after completing the clinical rotation. Failure to submit or tardy submission of paperwork will be considered in the grade for the experience.

C. Site visits

1. The purpose of site visits is to discuss any concerns about the student's progress toward entry level, maintain good communication between the facility and the school, and gain feedback from the student and the clinical staff regarding possible changes in the curriculum.

2. The Academic Coordinator of Clinical Education (ACCE) will visit or call all facilities during each clinical rotation. The ACCE will speak privately to both the clinical educator and the student. This is time that can be used for development of learning objectives for the student if it is determined that there is a need. This time can also be used for short facility in-service training if it is scheduled prior to the visit.

3. Site visits will be scheduled at the convenience of the CCCE, clinical educator and ACCE.

D. Grades

1. Clinical Education courses are graded A, B, C or F.

2. Each criterion for grading the evaluation form (the Clinical Performance Instrument or CPI) indicates the level that must be achieved to attain a passing grade.

3. If a student does not achieve the performance level required for specific objectives, a failing grade will be assigned.

4. In the event that a student has received a failing grade, he or she will have to repeat the clinical course at a time convenient to the clinical education program. The student may also be required to complete independent study in a specified area, gain

additional clinical skills by taking leave from the program to work or volunteer at an appropriate clinical facility, repeat one or more units of the curriculum, or be retested in a practical or classroom setting.

5. Failure to satisfactorily complete a clinical course will lead to delayed graduation.

6. If a student fails a clinical course a second time or fails during remediation, the student will be subject to dismissal from the program.

E. Dismissal from the program

If a student is subject to dismissal from the program, he or she may be:

1. Suspended from the program with the option to return the following year under probation.
2. Dismissed without option to return.

Option number two will be imposed if a student has failed to meet mastery after re-entry into the program.

VIII. Impaired Student

Students who are taking prescribed medications that may impair thinking or physical performance are expected to notify their clinical instructor prior to clinical. A written note from the physician will be required. It is the responsibility of the clinical faculty to observe behaviors which could threaten the safety and well-being of others. Reasonable suspicion that a student is under the influence of alcohol or illicit drugs will be documented by the observing clinical faculty member, and whenever possible corroborated by a second person. The student will be given the opportunity to discuss the behavior with the person(s) who witnessed the behavior and the ACCE. If evidence warrants, the student will be asked to leave the clinic for the day. Further episodes of substance abuse may result in dismissal from the program (see Procedures for Faculty Intervention with the Impaired Student). If behavior is disruptive or threatening, site policies will be followed to ensure the safety of others, and the ACCE will be contacted immediately.

IX. Grievances

If problems arise during a clinical affiliation they should first be discussed with the CI. In the event that the problem cannot be resolved, or there is a conflict, it should then be taken to the CCCE of the facility, if one is available. Every effort should be made to resolve the issue internally. However, if a satisfactory outcome is still not achieved, the ACCE should be contacted as soon as possible.

The clinical instructor should feel free to contact the ACCE at any time with questions or concerns.

X. Phone Usage

Students may not use the departmental telephone except for emergencies. Students must seek permission from a clinical instructor to use the telephone for emergency situations.

XI. Use of Cell Phones

Cell phones must be turned off during clinical time, unless permission of the clinical instructor has been obtained.

XII. Body/tongue piercing and tattoos

During clinical affiliations, areas of the body other than the ear which are pierced must be kept covered, or the studs removed, unless permission of the ACCE **and** clinical instructor are obtained. Only two studs per ear are allowed. Tongue barbells must be removed, or a clear or pink retainer worn during clinic hours. Tattoos must be covered during clinical rotations unless permission of the ACCE **and** clinical instructor is obtained.

XIII. Liability Insurance

All PTA students purchase liability coverage through the University for participation in assigned clinical coursework. MWSU retains a specified medical professional liability insurance policy on every PTA student. The representative of the policy is Marsh US Consumer, a service of Seabury and Smith, PO Box 14576, Des Moines, IA 50306. The limits of professional liability are $1,000,000/$3,000,000. This policy pays up to $1,000,000 for each claim, and a total of $3,000,000 in any one year. Under this program any student who is participating in activities which are a part of and a requirement of the student's curriculum is insured. Student coverage terminates after graduation or when the student is no longer engaged in a course of study in the PTA program.

XIV. Responsibilities of Clinical Site

- Provide orientation to students assigned to the site.
- Provide a Clinical Site Information Form (CSIF) to ACCE upon becoming a clinical site and update the form every three years.
- Designate a staff person to serve as contact person and to oversee and supervise the students.
- If the CI teaches a data collection of intervention technique that has not been presented and practiced in the academic setting, the CI is responsible for determining that the student is safe in applying the procedure in the clinical setting.

RIGHTS AND PRIVILEGES OF CLINICAL EDUCATORS

Clinical educators are vital to the success of Missouri Western's PTA program. While clinical faculty are not granted the same rights and privileges of core faculty of the PTA program, your service is valued. We extend the promise to provide mentorship and resources in your growth as a clinical educator.

Clinical educators have the right to expect:

- Students to arrive at their site ready for the clinical experience
- Support for their development through clinical educator credentialing, and inservices
- Open communication with Missouri Western faculty including
    - Upon arrival, the student providing the clinical educator with a Clinical Internship Handbook that contains the Clinical Performance Instrument (CPI) and instructions for its use, the syllabus for the clinical experience, a copy of the Rights and Privileges of Clinical Educators, suggested orientation topics for student orientation, a business card from the ACCE with the date and time of the midterm visit/phone call, and a letter from the ACCE with any instructions relevant to that clinical experience.
- A certificate that verifies time spent as a clinical educator as evidence for CEU credit if applicable by state practice act.

We continually strive to provide assistance to clinical faculty in order to make clinical instruction a mutually beneficial experience for the student and the clinical site. A variety of resources are available on our website at
http://www.missouriwestern.edu/pta/resources.asp

PROFESSIONAL BEHAVIOR POLICY

The Physical Therapy profession is one in which a basic tenet is the value and respect of human worth. This is reflected in conduct which demonstrates professional behavior including maintenance of patient confidentiality, honesty, provisions for the physical safety of others, and demonstration of respect for the psychological welfare of others.

Students in the PTA Program are expected to exhibit conduct that gives evidence of ethical and safe practice of physical therapy. It is expected that:

- students will provide a safe environment in class, lab and clinic
- students will maintain confidentiality with respect to patients
- students will respect individual differences
- students will respect modesty of patients
- students will be honest

Students in the PTA Program are expected to exhibit conduct that gives evidence of commitment to fulfilling professional responsibilities and continued professional growth. It is expected that:

- students will adhere to MWSU and departmental policies and the policies of affiliating institutions
- students will wear appropriate attire
- students will correct problems that interfere with clinical performance
- students will set priorities in the clinical setting
- students will realize personal strengths and weaknesses

Student's placement at clinical facilities is dependent on the support of the clinic sites and their willingness to accept students at any given time. Students are to consider themselves guests of the facilities in which they are receiving clinical instruction, thus any unacceptable behaviors may lead to immediate withdrawal of support from that clinical site. Continued clinical support is essential to physical therapist assistant education and must be respected as such.

A student exhibiting any of the behaviors listed below may be subject to withdrawal from that facility and/or from the program.

- Acting in a manner that is unsafe to the patient.
- Violation of patient confidentiality.
- Any behaviors that may pose a threat to the facility, or to the relationship between the facility and the school.
- Failure to adhere to facility policy and procedures.
- Failure to follow student standards.
- Use of profane or abusive language.
- Arguing with the supervisor, or refusing to carry out assignments.
- Professional misrepresentation.

CLINICAL EDUCATION TIMETABLE

The purpose of clinical education is to provide opportunities for students to apply and refine what they have learned in the classroom. With supervision and assistance from a physical therapist/physical therapist assistant clinical instructor (CI), students will work directly with patients, their families and other members of the health care team in a variety of clinical settings. Each clinical course will require more independence in patient care, communication and decision-making than the course before. By the end of the final clinical course, students will be functioning on the level of a graduate physical therapist assistant.

The PTA program at MWSU includes one 3 week rotation and two 6 week rotations for clinical experience. They are arranged as follows:

Course	*Time*	*Purpose*
PTA 185 Clinical Education I	Three weeks in July between the first and second year	Begin utilizing knowledge, skills and awareness gained in class. Provide treatment to patients with general medical and musculoskeletal problems according to plan of care set by the physical therapist and under the direction of a clinical educator.
PTA 285 Clinical Education II	Spring of second year April - May	Participate as a member of the health care team. Take responsibility of a patient load, and implement treatment from a plan of care developed by a physical therapist for any patient problem, under the guidance of a clinical educator.
PTA 290 Clinical Education III	Summer session following second year May - June	Assume responsibilities of an entry level PTA. Demonstrate competent communication skills, treatment techniques, and problem solving skills for effective entry level practice as a physical therapist assistant under the supervision of a clinical educator.

PTA 185 Clinical Education I

Course Description: First of three practicums in a physical therapy setting. Areas of emphasis include PTA relationships with patients and staff, clinic organization, beginning awareness of patient disorders, initial application of physical therapy techniques, and introduction to documentation. Three weeks of full-time supervised clinical practice.
Prerequisite: Successful completion of PTA 100, 110, 120, 130,140, 160 and 165.

Course Schedule: 40 hours per week for three weeks as arranged at clinical sites
Location: Assigned clinical sites
Instructor: Cosette Hardwick Telephone: 816.271.5996
Office: JGM 304B E-mail: hardwick@missouriwestern.edu
Office Hours: Please schedule an appointment.

Required Text/Materials:
PTA Student Handbook
Texts and notes from previous courses
Clinical Internship Handbook for clinical educator
Clinical Performance Instrument (CPI)
Student Evaluation of Clinical Education Experience
Computer access
Nametag

Clinical Participation Requirements:

- Immunization records up-to-date
- 2-step TB test
- Verification of immunization from chicken pox through titer or immunization
- Health report verifying fitness for clinical participation
- Drug Screen
- Background Check
- CPR certification (AHA training)
- First Aid certification
- Student Data sheet
- Signed Clinical Informed Consent
- Signed Confidentiality Statement
- HIPPA and OSHA training
- Any other items required by individual clinical sites

COURSE OBJECTIVES

Upon completion of this course, under the supervision of and with minimal guidance from a clinical instructor, the student shall be able to:

1. Recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services.

1.1. Student will demonstrate ability to communicate with patients across a variety of ages.
1.2. Student will recognize individual and cultural differences that may impact the delivery of physical therapy services.
1.3. Student will adapt services to reflect the awareness of individual and cultural differences.
1.4. Student will demonstrate competence to apply intervention across a variety of patient conditions and ages.

2. Exhibit appropriate professional behavior in the clinical setting.
2.1 Exhibits conduct that reflects a commitment to meet the expectations of members of society who are receiving health care services and the members of the profession of physical therapy.
2.1.1. Student will be punctual and reliable.
2.1.2. Student will seek out learning experience and is an active learner, showing appropriate initiative for the clinical level.
2.1.3. Student will dress appropriately.
2.1.4. Student will recognize own strengths and limitations in ability and/or experience.
2.1.5. Student will respect authority of clinical instructor and others.
2.1.6. Student will abide by policies and regulations of the facility.
2.1.7. Student will verbalize understanding of action related to emergency situations.
2.1.8. Student will seek assistance to ensure safe effective treatment.
2.1.9. Student will complete all assignments.
2.1.10. Student will demonstrate appropriate time management skills.
2.1.11. Student will organize own schedule.
2.1.12. Student will carry own patient load (at least 75% of load expected of PTA's employed at clinical site).
2.2. Student will demonstrate a commitment to meeting the needs of patient and consumers.
2.3. Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.

3. Exhibit conduct that reflects practice standards that are legal, ethical and safe.
3.1. Student will demonstrate an understanding of the Missouri Practice Act and obey all laws and applicable regulations.
3.2. Student will apply the principles set forth in the APTA Standard of Conduct for the Physical Therapist Assistant and the Guide for Conduct of the Affiliate Member.
3.3. Student will demonstrate understanding of the steps involved to identifying and solving an ethical dilemma.
3.4. Student will demonstrate understanding of informed consent.
3.5 Student takes appropriate action in an emergency situation.

4. Demonstrate competence in completing pre-treatment activities.
   4.1 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
   4.2 Student will identify relevant information in medical reports.
   4.3 Demonstrate the ability to prepare a treatment area and patient prior to beginning treatment.
      4.3.1. Student will demonstrate proper position and draping of patient.
      4.3.2. Student will demonstrate ability to gather equipment needed.

5. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
   5.1. Interventions should include:
      a. Hot pack preparation and application
      b. Massage for full back and extremities
      c. Basic therapeutic exercises
         i. Aerobic conditioning
         ii. Balance and coordination training
         iii. Conditioning and reconditioning
         iv. Posture awareness training
         v. Range of motion exercises
         vi. Stretching exercises
         vii. Strengthening exercises
      d. Transfers
      e. Gait training
      f. Ultrasound preparation and application
      g. Cold pack preparation and application
      h. Ice massage preparation and application
      i. Phonophoresis preparation and application
      j. Iontophoresis preparation and application
      k. TENS preparation and application
      l. Electrical stimulation preparation and application
      m. Ultrasound/Electical Stim combo preparation and application
      m. Paraffin preparation and application
      n. Hydrotherapy preparation and application
      o. Contrast bath preparation and application
      p. Basic wound care techniques
      q. Intermittent compression device preparation and application
      r. Wheelchair management and mobility skills.
      s. Biofeedback preparation and application.
      t. Mechanical traction preparation and application.
      u. Activities of daily living.
      w. Assistive and adaptive device management and use.
   5.2. Student will demonstrate competence in understanding of precautions and contraindications of all interventions applied.
   5.3. Student will recognize the use of and be able to verbalize understanding of when use is appropriate for:

a. Myofascial Release
b. Lymphedema massage
c. Wound debridement

5.4. Student will recognize the impact of architectural barriers and demonstrate the ability to suggest environmental modifications.

5.5 Student will recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

6. Exhibit competence in the ability to collect data as directed by the plan of care developed by the physical therapist.

6.1. Student will demonstrate competence to collect the following data.

a. Goniometric joint measurement
b. End feel recognition
c. Tape measure use for joint motion of the spine
d. Vital signs
e. Girth measurement
f. Manual muscle testing
g. Wound observation
h. Gait observation
i. Posture observation

6.2. Student will demonstrate ability to plan and implement treatment progressions within the plan of care developed by the physical therapist by reviewing data collected and data available on the patient chart.

6.3. Student reports any changes in the patient's status to the supervising physical therapist.

6.4. Student will demonstrate ability to adjust intervention within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the physical therapist.

6.5. Student will demonstrate understanding of the importance of progressing patient toward outcomes that encompass the improvement of impairment and function.

7. Demonstrate ability to adapt treatment within the plan of care developed by the physical therapist, in response to noted physiological changes or patient report.

7.1. Student will demonstrate ability to obtain vital signs (pulse, respiration rate, and blood pressure) from patient.

7.2. Student will demonstrate ability to monitor patient for changes in facial expression or body movement that indicates a need to adapt treatment.

7.3. Student will demonstrate ability to ask patient questions that will monitor patient tolerance to treatment.

7.4. Student will demonstrate ability to recognize responses to position changes and activities.

7.5. Student will demonstrate ability to monitor skin condition while using devices and equipment.

7.6 Student recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising clinical instructor and/or physical therapist.
7.7 Student reports any changes in the patient's status to the supervising clinical instructor and/or physical therapist.
7.8. Student will recognize when the direction to adapt the plan of care is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

8. Demonstrate an understanding of safety factors during patient care.
8.1. Student will demonstrate use of universal precautions at all times during patient care.
8.2. Student will demonstrate proper body mechanics during all patient care.
8.3. Student will demonstrate adherence to safety precautions during the movement of a patient, such as locking of moveable surface, use of a gait belt, proper guarding of a patient, etc.

9. Demonstrate the ability to educate patient, caregivers, and colleagues..
9.1 Student will participate in education patients and caregivers as directed by the supervising clinical instructor.
9.2 Student will provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.

10. Demonstrate appropriate communication skills (written, verbal, non-verbal) with colleagues, health professional, staff, patients, and families.
10.1. Student will demonstrate understanding of patient confidentiality.
10.2. Student will recognize the importance of verbal and non-verbal cues expressed and received during patient treatment.
10.3. Student will demonstrate ability to complete accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
10.4. Student will demonstrate proper use of medical terminology and abbreviations in written and oral communications.
10.5. Student will demonstrate ability to communicate with patients across a variety of ages.
10.6 Student will interact with other members of the health care team in patient-care and non-patient-care activities.

11. Demonstrate understanding of physical therapist assistant roles and responsibilities in relation to other colleagues.
11.1. Student will demonstrate understanding of the role and responsibilities of the physical therapist assistant in terms of the scope of their practice in the delivery of care.

11.2. Student will demonstrate the ability to discuss the appropriate supervision of a physical therapist assistant based on the state practice act, and other legal and reimbursement guidelines.
11.3. Student will participate in discharge planning and follow-up as directed by the supervising clinical instructor and/or physical therapist.

12. Participates in fiscal and quality management of the physical therapy setting with minimal guidance from supervising clinical instructor.
12.1. Student will demonstrate ability to record charges for patient treatment and equipment in an accurate and timely manner.
12.2. Student will participate in performance improvement activities (quality assurance) in a department when available.
12.3. Student describes aspects of organizational planning and operation of physical therapy service.

13. Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
13.1 Student will discuss the role of the physical therapist assistant in education of the physical assistant students based on their clinical experience.
13.2 Student will discuss the role they will play in future development and education of physical therapist assistant students.

14. Participate in evaluation of own clinical performance and clinical site experience with the supervising clinical instructor.
14.1. Student will participate in completion of the Clinical Performance Instrument by providing a self-assessment of their performance to their clinical instructor at the time of their midterm and final clinical assessments by their supervising clinical instructor.
14.2 Student will complete and discuss an evaluation of the site and supervising clinical instructor with their clinical instructor using the Student Evaluation of Clinical Education Experience.

15. Identify career development and lifelong learning opportunities.
15.1. Student will discuss goals for career development.
15.2. Student will express understanding of the importance of taking advantage of lifelong learning opportunities to continue professional growth.

Grading Guidelines

The Academic Coordinator of Clinical Education (ACCE) will determine the final grade for each clinical placement.

Pre-clinical/post clinical activity requirement completion – 25%

- To receive all points, all paperwork required before and after clinical must be completed on time, meeting all deadlines noted on timeline or providing ACCE with documentation of when items will be completed in writing if not able to meet deadline dates. **Paperwork not completed six weeks prior to first day of**

clinical experience may result in failure of the clinical.

Canvas Participation – 10%

- Requires posts to **all** questions and activities.

Clinical Experience – 65%

- Clinical Instructor is responsible for on-site education. Student is expected to follow all rules of clinical site and take direction for clinical activities from clinical instructor or other clinical employees.
- CPI completed with no "significant concern" boxes checked.
- CPI completed with comments from clinical educator indicating satisfactory performance by student on criteria.
- CPI visual analog scores 25mm and above on all criteria.*
- Evaluation of site completed and turned in on time.
- Adherence to all professional behaviors as outlined in the PTA Student Handbook.

* If the scores on the visual analog scale indicate an unacceptable level of performance but the comments at the midterm and final assessment indicate an acceptable level of performance, the ACCE will assess the situation.

Any of the following events will result in a drop of at least one letter grade:

- The student met all items noted above, but did not complete them on time.
- The student had difficulty mastering behaviors and skills expected during the clinical requiring a written learning contract with specific performance objectives to complete the clinical successfully.

Failure of the clinical results from the following:

- Failure to complete required paperwork.
- Failure to complete required assignments.
- Significant concerns noted by CI or ACCE that were not corrected satisfactorily by the student during the clinical experience.
- Any behavior that would result in failure of an on campus class as noted in the PTA Program handbook or MWSU policy and procedures guide.

Other reasons for failure and/or termination of the experience may be determined at any time during the clinical experience by agreement of the clinical educator, CCCE, and ACCE.

If, at the time of the midterm visit, the clinical educator notes unacceptable performance on any criteria, the student will be responsible for writing performance objectives for each unacceptable criteria. These criteria should be faxed or e-mailed to the ACCE within one week of the visit if not shared with the ACCE at the visit.

If the student fails this clinical experience, remediation of the clinical will be arranged by the ACCE. The remediation experience will be determined by the ACCE based on the needs of the student, problems that were identified in the previous clinical experience and student input.

Class Attendance

The PTA Program has a strict attendance policy that can be found in the PTA Handbook. The following is a brief overview of the attendance policy noted in the PTA Handbook. Please refer to the Handbook for the complete policy.

Excused absence is an absence that has been arranged prior to the event with the clinical educator (CI) of the facility, or the result of an illness in which the CI has been notified prior to the student's morning work start time at the facility. The maximum number of excused absences allowed for this course is 2. If a student incurs more than two excused absences, the student will be required to work additional hours/days in the amount of the missed time at the discretion of the CI.

Unexcused absence is an absence in which the student has failed to notify the CI in advance, or the result of an illness without notification of the CI prior to the student's morning start time, or the CI was notified but did not give permission for the absence. All unexcused absences will require the student to work additional hours/days in the amount of the missed time at the discretion of the CI.

Unexcused absences must be reported to the Academic Coordinator of Clinical Education immediately. More than two unexcused absences may result in a hearing before academic faculty with a subsequent referral to the Registrar's Office for automatic withdrawal from this course. The Financial Aid Office will be notified, reducing financial aid as appropriate.

Delivery of Care: Safe, Effective Practice

Students in the PTA program are expected to practice according to the standards set by the profession. The American Physical Therapy Association Standards of Ethical Conduct for the Physical Therapist Assistant document these expectations.

Students must be safe and competent in all tasks. It is the responsibility of the student to notify the clinical instructor if they lack the required knowledge or information to perform safely, if they lack the required skill or equipment to perform safely, or if they lack psychomotor competence due to illness, effect of drugs, or sleep deficits.

Unprofessional behavior or unsafe behavior, including inadequate preparation for the clinical experience, may result in being asked to leave the clinical setting, receiving an unsatisfactory clinical grade for the day and counseling by the clinical instructor and/or Clinical Education Coordinator. Further action by the Clinical Education Coordinator will be determined on an individual basis. Behavior that deviates significantly from the APTA Standards of Ethical Conduct and/or is unsafe, illegal, or unprofessional my result in a recommendation for dismissal from the nursing program. While a single incident may not be serious enough to warrant an immediate recommendation for dismissal, a pattern of less serious unprofessional behaviors may also result in a recommendation for dismissal.

Confidentiality

A strict ethical obligation exists for physical therapist assistants to respect client confidentiality and not to reveal information without the patient's consent. Confidentiality of medical information on patients and information regarding the conduct of health care agency personnel must be honored. All physical therapist assistant students are required to sign a Confidentiality Statement and agree to hold privileged information in confidence. You have previously signed a "Clinical Informed Consent" and a "Confidentiality Statement". These will be current throughout your PTA program. In order to maintain confidentiality, you may not remove any patient care forms or printed/computerized documents that identify the patient. **Violation of confidentiality may result in disciplinary action or dismissal from the program.**

Academic Honesty and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Cheating on exams or other class assignments **(including quizzes)**, plagiarism, knowingly furnishing false information in either classroom or in clinical constitutes a violation of the Academic Honesty Policy as stated in the MWSU Student Handbook of Rights and Responsibilities. Violations of this policy are grounds for dismissal from the course or program.

Accessibility Policy

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center (ARC) in Eder Hall, room 203N or visit the ARC website atarchttp://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice.

Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from

the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Audio/Video Recording in the Clinical Setting
It is vitally important for Missouri Western State University to foster and maintain an educational environment that promotes free discussion, inquiry and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which Missouri Western State University has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights with responsibility.

A student in a clinical course is required to ask permission and to follow the rules and regulations of the clinical setting in regards to recording. **Protection of patient privacy and confidentiality is of the utmost importance and as such, student recording without clinical site permission or without following the clinical site rules and regulations, if permission is granted, will result in disciplinary action or dismissal from the program.**

Clinical Requirements Timeline
PTA185

Due Date	Items Due	Check When Complete
End of second week of Fall Semester	Signed confidentiality and clinical consent forms	
Sept. 30	Immunization records	
Last class period in Oct.	Request for PTA185 clinical sites	
Jan. 31	• 2-step TB test • Health Report • Data sheet • CPR certification • 1st Aid certification • Drug Screen	
Middle of June	Background check – you will receive an "evite" when it is time to do your background check. You will have 10 days after the evite to complete	

PTA 285 Clinical Education II

Course Overview: Second of three clinical practicums. Application of physical therapy procedures, appropriate professional behavior and communication. Participation in physical therapy clinic activities in addition to patient care. Six weeks of full-time supervised clinical practice plus preparation in academic setting. Prerequisite: Successful completion of PTA 265, 270 and 280.

Course: PTA 285 Clinical Education II (5 credit hours) Location: Assigned clinical sites
Course Schedule: 40 hours per week for six weeks at clinical sites as arranged by ACCE

Instructor: Cosette Hardwick Telephone: 816.271.5996
Office: JGM 304B E-mail: hardwick@missouriwestern.edu
Office Hours: Please schedule an appointment.

Required Text/Materials:
PTA Student Handbook
Texts and notes from previous courses
Clinical Internship Handbook for clinical educator
Clinical Performance Instrument (CPI)
Student Evaluation of Clinical Education Experience
Computer access
Nametag

Clinical Participation Requirements:

- Immunization records up-to-date
- Hepatitis B series
- 2-step TB test
- Verification of immunization from chicken pox through titer or immunization
- Health report verifying fitness for clinical participation
- Drug Screen
- Background Check
- CPR certification (AHA training)
- First Aid certification
- Student Data sheet
- Signed Clinical Informed Consent
- Signed Confidentiality Statement
- HIPPA and OSHA training
- Any other items required by individual clinical sites

COURSE OBJECTIVES

Upon completion of this course, under the supervision of and with occasional verbal guidance from a clinical educator, the student will be able to:

1. Recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services.

1.1. Student will demonstrate ability to communicate with patients across a variety of ages.
1.2. Student will recognize individual and cultural differences that may impact the delivery of physical therapy services.
1.3. Student will adapt services to reflect the awareness of individual and cultural differences.
1.4. Student will demonstrate competence to apply intervention across a variety of patient conditions and ages.

2. Exhibit appropriate professional behavior in the clinical setting.
2.1 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services and the members of the profession of physical therapy.
2.1.1. Student will be punctual and reliable.
2.1.2. Student will seek out learning experience and is an active learner, showing appropriate initiative for the clinical level.
2.1.3. Student will dress appropriately.
2.1.4. Student will recognize own strengths and limitations in ability and/or experience.
2.1.5. Student will respect authority of clinical educator and others.
2.1.6. Student will abide by policies and regulations of the facility.
2.1.7. Student will verbalize understanding of action related to emergency situations.
2.1.8. Student will seek assistance to ensure safe effective treatment.
2.1.9. Student will complete all assignments.
2.1.10. Student will demonstrate appropriate time management skills.
2.1.11. Student will organize own schedule.
2.1.12. Student will carry own patient load
2.2. Student will demonstrate a commitment to meeting the needs of patient and consumers.
2.3 Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.

3. Exhibit conduct that reflects practice standards that are legal, ethical and safe.
3.1. Student will demonstrate an understanding of the Missouri Practice Act and obey all laws and applicable regulations.
3.2. Student will apply the principles set forth in the APTA Standard of Conduct for the Physical Therapist Assistant and the Guide for Conduct of the Affiliate Member.
3.3. Student will demonstrate understanding of the steps involved to identifying and solving an ethical dilemma.
3.4. Student will demonstrate understanding of informed consent.
3.5 Student takes appropriate action in an emergency situation.

4. Demonstrate competence in completing pre-treatment activities.

4.1 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
4.2 Student will identify relevant information in medical reports.
4.3 Demonstrate the ability to prepare a treatment area and patient prior to beginning treatment.
4.3.1. Student will demonstrate proper position and draping of patient.
4.3.2. Student will demonstrate ability to gather equipment needed.

5. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5.1. Interventions should include:
a. Hot pack preparation and application
b. Massage for full back and extremities
c. Therapeutic exercises
i. Aerobic conditioning
ii. Balance and coordination training
iii. Breathing exercises and coughing techniques
iv. Conditioning and reconditioning
v. Posture awareness training
vi. Range of motion exercises
vii. Stretching exercises
viii. Strengthening exercises
d. Transfers
e. Gait training
f. Ultrasound preparation and application
g. Cold pack preparation and application
h. Ice massage preparation and application
i. Phonophoresis preparation and application
j. Iontophoresis preparation and application
k. TENS preparation and application
l. Electrical stimulation preparation and application
m. Ultrasound/Electical Stim combo preparation and application
n. Paraffin preparation and application
o. Hydrotherapy preparation and application
p. Contrast bath preparation and application
q. Basic wound care techniques
r. Intermittent compression device preparation and application
s. Wheelchair management and mobility skills.
t. Biofeedback preparation and application.
u. Mechanical traction preparation and application.
v. Activities of daily living.
w. Orthotic and prosthetic management and use.
x. Assistive and adaptive device management and use.
y. Developmental activities.
5.2. Student will demonstrate competence in understanding of precautions and contraindications of all interventions applied.

5.3. Student will recognize the use of and be able to verbalize understanding of when use is appropriate for:
   a. Myofascial Release
   b. Joint mobilization
   c. Lymphedema massage
   d. Wound debridement

5.4. Student will recognize the impact of architectural barriers and demonstrate the ability to suggest environmental modifications.

5.5 Student will recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

6. Exhibit competence in the ability to collect data as directed by the plan of care developed by the physical therapist.

6.1. Student will demonstrate competence to collect the following data.
   a. Goniometric joint measurement
   b. End feel recognition
   c. Tape measure use for joint motion of the spine
   d. Vital signs
   e. Girth measurement
   f. Manual muscle testing
   g. Wound observation
   h. Gait observation
   i. Posture observation
   j. Selected orthopedic and neurological assessments as instructed by the supervising clinical educator and/or physical therapist.

6.2. Student will demonstrate ability to plan and implement treatment progressions within the plan of care developed by the physical therapist by reviewing data collected and data available on the patient chart.

6.2. Student reports any changes in the patient's status to the supervising physical therapist.

6.3. Student will demonstrate ability to adjust intervention within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the physical therapist.

6.4. Student will demonstrate understanding of the importance of progressing patient toward outcomes that encompass the improvement of impairment and function.

7. Demonstrate ability to adapt treatment within the plan of care developed by the physical therapist, in response to noted physiological changes or patient report, with occasional verbal guidance from supervising clinical educator.

7.1. Student will demonstrate ability to obtain vital signs (pulse, respiration rate, and blood pressure) from patient.

7.2. Student will demonstrate ability to monitor patient for changes in facial expression or body movement that indicates a need to adapt treatment.

7.3. Student will demonstrate ability to ask patient questions that will monitor patient tolerance to treatment.

7.4. Student will demonstrate ability to recognize responses to position changes and activities.
7.5. Student will demonstrate ability to monitor skin condition while using devices and equipment.
7.6. Student will demonstrate ability to make adaptations in response to knowledge of various disease conditions.
7.7 Student recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising clinical educator and/or physical therapist.
7.8 Student reports any changes in the patient's status to the supervising clinical educator and/or physical therapist.
7.9. Student will recognize when the direction to adapt the plan of care is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

8. Demonstrate an understanding of safety factors during patient care.
8.1. Student will demonstrate use of universal precautions at all times during patient care.
8.2. Student will demonstrate proper body mechanics during all patient care.
8.3. Student will demonstrate adherence to safety precautions during the movement of a patient, such as locking of moveable surface, use of a gait belt, proper guarding of a patient, etc.

9. Demonstrate the ability to educate patient, caregivers, and colleagues..
9.1 Student will participate in education patients and caregivers as directed by the supervising clinical educator.
9.2 Student will provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
9.3. Student will provide one in-service education program to colleagues at clinical site or will complete a comparable activity at the request of the clinical educator.

10. Demonstrate appropriate communication skills (written, verbal, non-verbal) with colleagues, health professional, staff, patients, and families.
10.1. Student will demonstrate understanding of patient confidentiality.
10.2. Student will recognize the importance of verbal and non-verbal cues expressed and received during patient treatment.
10.3. Student will demonstrate ability to complete accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
10.4. Student will demonstrate proper use of medical terminology and abbreviations in written and oral communications.
10.5. Student will demonstrate ability to communicate with patients across a variety of ages.
10.6 Student will interact with other members of the health care team in patient-care and non patient-care activities.

11. Demonstrate understanding of physical therapist assistant roles and responsibilities in relation to other colleagues.
    11.1. Student will demonstrate understanding of the role and responsibilities of the physical therapist assistant in terms of the scope of their practice in the delivery of care.
    11.2. Student will demonstrate the ability to discuss the appropriate supervision of a physical therapist assistant based on the state practice act, and other legal and reimbursement guidelines.
    11.3. Student will participate in discharge planning and follow-up as directed by the supervising clinical educator and/or physical therapist.

12. Participates in fiscal and quality management of the physical therapy setting.
    12.1. Student will demonstrate ability to record charges for patient treatment and equipment in an accurate and timely manner.
    12.2. Student will participate in performance improvement activities (quality assurance) in a department when available.
    12.3 Student describes aspects of organizational planning and operation of physical therapy service.

13. Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
    13.1 Student will discuss the role of the physical therapist assistant in education of the physical assistant students based on their clinical experience.
    13.2 Student will discuss the role they will play in future development and education of physical therapist assistant students.

14. Participate in evaluation of own clinical performance and clinical site experience with the supervising clinical educator.
    14.1. Student will participate in completion of the Clinical Performance Instrument by providing a self-assessment of their performance to their clinical educator at the time of their midterm and final clinical assessments by their supervising clinical educator.
    14.2 Student will complete and discuss an evaluation of the site and supervising clinical educator with their clinical educator using the Student Evaluation of Clinical Education Experience.

15. Identify career development and lifelong learning opportunities.
    15.1. Student will discuss goals for career development.
    15.2. Student will express understanding of the importance of taking advantage of lifelong learning opportunities to continue professional growth.

Grading Guidelines

The Academic Coordinator of Clinical Education (ACCE) will determine the final grade for each clinical placement.

Pre-clinical post clinical activity requirement completion – 25%

- To receive all points, all paperwork required before and after clinical must be completed on time, meeting all deadlines noted on timeline or providing ACCE with documentation of when items will be completed in writing if not able to meet deadline dates. **Paperwork not completed six weeks prior to first day of clinical experience may result in failure of the clinical.**

Canvas Participation – 10%

- Requires posts to **all** questions and activities.

Clinical Experience – 65%

- Clinical Instructor is responsible for on-site education. Student is expected to follow all rules of clinical site and take direction for clinical activities from clinical instructor or other clinical employees.
- Prepare and present an in-service to clinical staff.
- CPI completed with no "significant concern" boxes checked.
- CPI completed with comments from clinical educator indicating satisfactory performance by student on criteria.
- CPI visual analog scores 85mm and above on "red flag" criteria (1-5).*
- CPI visual analog scores 75mm and above on objectives 6-20 on 80% of criteria.*
- Evaluation of site completed and turned in on time.
- Adherence to all professional behaviors as outlined in the PTA Student Handbook.

* If the scores on the visual analog scale indicate an unacceptable level of performance but the comments at the midterm and final assessment indicate an acceptable level of performance, the ACCE will assess the situation.

Any of the following events will result in a drop of at least one letter grade:

- The student met all items noted above, but did not complete them on time.
- The student had difficulty mastering behaviors and skills expected during the clinical requiring a written learning contract with specific performance objectives to complete the clinical successfully.

Failure of the clinical results from the following:

- Failure to complete required paperwork.
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- Significant concerns noted by CI or ACCE that were not corrected satisfactorily by the student during the clinical experience.
- Any behavior that would result in failure of an on campus class as noted in the PTA Program handbook or MWSU policy and procedures guide.

Other reasons for failure and/or termination of the experience may be determined at any time during the clinical experience by agreement of the clinical educator, CCCE, and ACCE.

If, at the time of the midterm visit, the clinical educator notes unacceptable performance on any criteria, the student will be responsible for writing performance objectives for each unacceptable criteria. These criteria should be faxed or e-mailed to the ACCE within one week of the visit if

not shared with the ACCE at the visit.

If the student fails this clinical experience, remediation of the clinical will be arranged by the ACCE. The remediation experience will be determined by the ACCE based on the needs of the student, problems that were identified in the previous clinical experience and student input.

Class Attendance

The PTA Program has a strict attendance policy that can be found in the PTA Handbook. The following is a brief overview of the attendance policy noted in the PTA Handbook. Please refer to the Handbook for the complete policy.

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Delivery of Care: Safe, Effective Practice

Students in the PTA program are expected to practice according to the standards set by the profession. The American Physical Therapy Association Standards of Ethical Conduct for the Physical Therapist Assistant document these expectations.

Students must be safe and competent in all tasks. It is the responsibility of the student to notify the clinical instructor if they lack the required knowledge or information to perform safely, if they lack the required skill or equipment to perform safely, or if they lack psychomotor competence due to illness, effect of drugs, or sleep deficits.

Unprofessional behavior or unsafe behavior, including inadequate preparation for the clinical experience, may result in being asked to leave the clinical setting, receiving an unsatisfactory clinical grade for the day and counseling by the clinical instructor and/or Clinical Education Coordinator. Further action by the Clinical Education Coordinator will be determined on an individual basis. Behavior that deviates significantly from the APTA Standards of Ethical

Conduct and/or is unsafe, illegal, or unprofessional my result in a recommendation for dismissal from the nursing program. While a single incident may not be serious enough to warrant an immediate recommendation for dismissal, a pattern of less serious unprofessional behaviors may also result in a recommendation for dismissal.

Confidentiality

A strict ethical obligation exists for physical therapist assistants to respect client confidentiality and not to reveal information without the patient's consent. Confidentiality of medical information on patients, and information regarding the conduct of health care agency personnel must be honored. All physical therapist assistant students are required to sign a Confidentiality Statement and agree to hold privileged information in confidence. You have previously signed a "Clinical Informed Consent" and a "Confidentiality Statement". These will be current throughout your PTA program. In order to maintain confidentiality, you may not remove any patient care forms or printed/computerized documents that identify the patient. **Violation of confidentiality may result in disciplinary action or dismissal from the program.**

Academic Honesty and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Missouri Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf

Cheating on exams or other class assignments **(including quizzes)**, plagiarism, knowingly furnishing false information in either classroom or in clinical constitutes a violation of the Academic Honesty Policy as stated in the MWSU Student Handbook of Rights and Responsibilities. Violations of this policy are grounds for dismissal from the course or program.

Accessibility Policy

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Accessibility Resource Center (ARC) in Eder Hall, room 203N or visit the ARC website atarchttp://www.missouriwestern.edu/arc as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice.

Missouri Western is an equal opportunity/affirmative action institution.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/129/2019/02/Student-Code-of-Conduct.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Audio/Video Recording in the Clinical Setting

It is vitally important for Missouri Western State University to foster and maintain an educational environment that promotes free discussion, inquiry and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which Missouri Western State University has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights with responsibility.

A student in a clinical course is required to ask permission and to follow the rules and regulations of the clinical setting in regards to recording. **Protection of patient privacy and confidentiality is of the utmost importance and as such, student recording without clinical site permission or without following the clinical site rules and regulations, if permission is granted, will result in disciplinary action or dismissal from the program.**

Clinical Requirements Timeline
PTA 285

Due Date	Items Due	Check When Complete
May Last day of semester	Requests for clinical placement for 285 & 290	
End of second week of Fall Semester	Signed confidentiality and clinical consent forms	
Dec. 15	• New Health Report • TB test – some sites may require a 2-step • Flu shot • Data sheet • CPR/1st Aid if it has expired or will expire before or during clinicals	
Jan. 31	• Drug Screen • Other requirements specific to the site, such as drug screening	

PTA 290 Clinical Education III

Course Description: Third of three clinical practicums. Physical therapy principles and practice with emphasis on achievement of integration, application, communication, and participation at levels consistent with a beginning PTA practitioner. Six weeks of full-time supervised clinical practice.

Prerequisite: Successful completion of PTA 285.

Course Schedule: 40 hours per week for six weeks.
Location: Assigned clinical sites
Instructor: Cosette Hardwick Telephone: 816.271.5996
Office: JGM 304B E-mail: hardwick@missouriwestern.edu
Office Hours: Please schedule an appointment.

Required Text/Materials:
PTA Student Handbook
Texts and notes from previous courses
Clinical Internship Handbook for clinical educator
Clinical Performance Instrument (CPI)
Student Evaluation of Clinical Education Experience
Computer access
Nametag

Clinical Participation Requirements:

- Immunization records up-to-date
- Hepatitis B series
- 2-step TB test
- Verification of immunization from chicken pox through titer or immunization
- Health report verifying fitness for clinical participation
- Drug Screen
- Background Check
- CPR certification (AHA training)
- First Aid certification
- Student Data sheet
- Signed Clinical Informed Consent
- Signed Confidentiality Statement
- HIPPA and OSHA training
- Any other items required by individual clinical sites

COURSE OBJECTIVES OR STUDENT COMPETENCIES

Upon completion of this course, under the supervision of the clinical instructor, the student will be able to:

1. Recognize individual and cultural differences and responds appropriately in all aspects of physical therapy services.

1.1. Student will demonstrate ability to communicate with patients across a variety of ages.
1.2. Student will recognize individual and cultural differences that may impact the delivery of physical therapy services.
1.3. Student will adapt services to reflect the awareness of individual and cultural differences.
1.4. Student will demonstrate competence to apply intervention across a variety of patient conditions and ages.

2. Exhibit appropriate professional behavior in the clinical setting.
2.1 Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services and the members of the profession of physical therapy.
2.1.1. Student will be punctual and reliable.
2.1.2. Student will seek out learning experience and is an active learner, showing appropriate initiative for the clinical level.
2.1.3. Student will dress appropriately.
2.1.4. Student will recognize own strengths and limitations in ability and/or experience.
2.1.5. Student will respect authority of clinical instructor and others.
2.1.6. Student will abide by policies and regulations of the facility.
2.1.7. Student will verbalize understanding of action related to emergency situations.
2.1.8. Student will seek assistance to ensure safe effective treatment.
2.1.9. Student will complete all assignments.
2.1.10. Student will demonstrate appropriate time management skills.
2.1.11. Student will organize own schedule.
2.1.12. Student will carry own patient load (at least 75% of load expected of PTA's employed at clinical site).
2.2. Student will demonstrate a commitment to meeting the needs of patient and consumers.
2.3. Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.

3. Exhibit conduct that reflects practice standards that are legal, ethical and safe.
3.1. Student will demonstrate an understanding of the Missouri Practice Act and obey all laws and applicable regulations.
3.2. Student will apply the principles set forth in the APTA Standard of Conduct for the Physical Therapist Assistant and the Guide for Conduct of the Affiliate Member.
3.3. Student will demonstrate understanding of the steps involved to identifying and solving an ethical dilemma.
3.4. Student will demonstrate understanding of informed consent.
3.5 Student takes appropriate action in an emergency situation.

4. Demonstrate competence in completing pre-treatment activities.

4.1 Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
4.2 Student will identify relevant information in medical reports.
4.3 Demonstrate the ability to prepare a treatment area and patient prior to beginning treatment.
4.3.1. Student will demonstrate proper position and draping of patient.
4.3.2. Student will demonstrate ability to gather equipment needed.

5. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5.1. Interventions should include:
a. Hot pack preparation and application
b. Massage for full back and extremities
c. Therapeutic exercises
i. Aerobic conditioning
ii. Balance and coordination training
iii. Breathing exercises and coughing techniques
iv. Conditioning and reconditioning
v. Posture awareness training
vi. Range of motion exercises
vii. Stretching exercises
viii. Strengthening exercises
d. Transfers
e. Gait training
f. Ultrasound preparation and application
g. Cold pack preparation and application
h. Ice massage preparation and application
i. Phonophoresis preparation and application
j. Iontophoresis preparation and application
k. TENS preparation and application
l. Electrical stimulation preparation and application
m. Ultrasound/Electical Stim combo preparation and application
n. Paraffin preparation and application
o. Hydrotherapy preparation and application
p. Contrast bath preparation and application
q. Basic wound care techniques
r. Intermittent compression device preparation and application
s. Wheelchair management and mobility skills.
t. Biofeedback preparation and application.
u. Mechanical traction preparation and application.
v. Activities of daily living.
w. Orthotic and prosthetic management and use.
x. Assistive and adaptive device management and use.
y. Developmental activities.
5.2. Student will demonstrate competence in understanding of precautions and contraindications of all interventions applied.

5.3. Student will recognize the use of and be able to verbalize understanding of when use is appropriate for:
   a. Myofascial Release
   b. Joint mobilization
   c. Lymphedema massage
   d. Wound debridement

5.4. Student will recognize the impact of architectural barriers and demonstrate the ability to suggest environmental modifications.

5.5 Student will recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

6. Exhibit competence in the ability to collect data as directed by the plan of care developed by the physical therapist.

6.1. Student will demonstrate competence to collect the following data.
   a. Goniometric joint measurement
   b. End feel recognition
   c. Tape measure use for joint motion of the spine
   d. Vital signs
   e. Girth measurement
   f. Manual muscle testing
   g. Wound observation
   h. Gait observation
   i. Posture observation
   j. Selected orthopedic and neurological assessments as instructed by the supervising clinical educator and/or physical therapist.

6.2. Student will demonstrate ability to plan and implement treatment progressions within the plan of care developed by the physical therapist by reviewing data collected and data available on the patient chart.

6.2. Student reports any changes in the patient's status to the supervising physical therapist.

6.3. Student will demonstrate ability to adjust intervention within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the physical therapist.

6.4. Student will demonstrate understanding of the importance of progressing patient toward outcomes that encompass the improvement of impairment and function.

7. Demonstrate ability to adapt treatment within the plan of care developed by the physical therapist, in response to noted physiological changes or patient report.

7.1. Student will demonstrate ability to obtain vital signs (pulse, respiration rate, and blood pressure) from patient.

7.2. Student will demonstrate ability to monitor patient for changes in facial expression or body movement that indicates a need to adapt treatment.

7.3. Student will demonstrate ability to ask patient questions that will monitor patient tolerance to treatment.

7.4. Student will demonstrate ability to recognize responses to position changes and

activities.

7.5. Student will demonstrate ability to monitor skin condition while using devices and equipment.

7.6. Student will demonstrate ability to make adaptations in response to knowledge of various disease conditions.

7.7 Student recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising clinical educator and/or physical therapist.

7.8 Student reports any changes in the patient's status to the supervising clinical educator and/or physical therapist.

7.9. Student will recognize when the direction to adapt the plan of care is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

8. Demonstrate an understanding of safety factors during patient care.

8.1. Student will demonstrate use of universal precautions at all times during patient care.

8.2. Student will demonstrate proper body mechanics during all patient care.

8.3. Student will demonstrate adherence to safety precautions during the movement of a patient, such as locking of moveable surface, use of a gait belt, proper guarding of a patient, etc.

9. Demonstrate the ability to educate patient, caregivers, and colleagues..

9.1 Student will participate in education patients and caregivers as directed by the supervising clinical educator.

9.2 Student will provide patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.

9.3. Student will provide one in-service education program to colleagues at clinical site or will complete a comparable activity at the request of the clinical educator.

10. Demonstrate appropriate communication skills (written, verbal, non-verbal) with colleagues, health professional, staff, patients, and families.

10.1. Student will demonstrate understanding of patient confidentiality.

10.2. Student will recognize the importance of verbal and non-verbal cues expressed and received during patient treatment.

10.3. Student will demonstrate ability to complete accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.

10.4. Student will demonstrate proper use of medical terminology and abbreviations in written and oral communications.

10.5. Student will demonstrate ability to communicate with patients across a variety of ages.

10.6 Student will interact with other members of the health care team in patient-care and non patient-care activities.

11. Demonstrate understanding of physical therapist assistant roles and responsibilities in relation to other colleagues.
    11.1. Student will demonstrate understanding of the role and responsibilities of the physical therapist assistant in terms of the scope of their practice in the delivery of care.
    11.2. Student will demonstrate the ability to discuss the appropriate supervision of a physical therapist assistant based on the state practice act, and other legal and reimbursement guidelines.
    11.3. Student will participate in discharge planning and follow-up as directed by the supervising clinical educator and/or physical therapist.
    11.4 Student will demonstrate ability to educate others about the role and responsibilities of the physical therapist assistant.

12. Participates in fiscal and quality management of the physical therapy setting with minimal guidance from supervising clinical educator.
    12.1. Student will demonstrate ability to record charges for patient treatment and equipment in an accurate and timely manner.
    12.2. Student will participate in performance improvement activities (quality assurance) in a department when available.
    12.3 Student describes aspects of organizational planning and operation of physical therapy service.

13. Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.
    13.1 Student will discuss the role of the physical therapist assistant in education of the physical assistant students based on their clinical experience.
    13.2 Student will discuss the role they will play in future development and education of physical therapist assistant students.

14. Participate in evaluation of own clinical performance and clinical site experience with the supervising clinical educator.
    14.1. Student will participate in completion of the Clinical Performance Instrument by providing a self-assessment of their performance to their clinical educator at the time of their midterm and final clinical assessments by their supervising clinical educator.
    14.2 Student will complete and discuss an evaluation of the site and supervising clinical instructor with their clinical instructor using the Student Evaluation of Clinical Education Experience.

15. Identify career development and lifelong learning opportunities.
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Clinical Requirements Timeline
PTA 290

Due Date	Items Due	Check When Complete
May Last day of semester	Requests for clinical placement for 285 & 290	
End of second week of Fall Semester	Signed confidentiality and clinical consent forms	
Dec. 15	• New Health Report • TB test – some sites may require a 2-step • Flu shot • Data sheet • CPR/1st Aid if it has expired or will expire before or during clinicals	
Jan. 31	• Drug Screen • Other requirements specific to the site, such as drug screening	

LIST OF COMPETENCIES for PTA 185

The following classes have been successfully completed by the student prior to Clinical Education I, PTA 185:

PTA 100 - Introduction to Physical Therapy
PTA 110 - Patient Care Skills
PTA 120 – Modalities
PTA 130 – Functional Anatomy
PTA 140 - Measurements and Procedures
PTA 160 - Clinical Kinesiology
PTA 165 – Therapeutic Exercise

The following is a list of competencies that the first year students will be expected to master prior to Clinical Education I, PTA 185.

1. Professional Conduct - including ability to follow policies and procedures of clinical facility, respond effectively in emergency situation, use spare time to enhance learning, maintain patient confidentiality, respect patient dignity and privacy, control emotions and accept criticism, show understanding of role of PT/PTA in health care delivery, show understanding of legal and ethical considerations.
2. Communication - including communicating effectively with other professionals, asking questions when unsure, adapting communication to patient's level, and appropriate use of medical terminology.
3. Data Collection - including basic gait recognition, goniometry, manual muscle testing, vital signs, anthropometric measurement, and basic posture observation.
4. Patient care - including transfers, body mechanics, wheelchair handling, positioning, use of assistive devices, wound healing, sterile technique, universal precautions, range of motion and basic therapeutic exercise.
5. Modalities - including ultrasound, heat, cold, phonophoresis, hydrotherapy, fluidotherapy, diathermy, massage, electrical stimulation, TENS, and paraffin.
6. An understanding of normal muscle function and biomechanics.
7. Documentation - including SOAP format progress notes.

Refer to course syllabus for more specific competencies.

- ✓ **If the clinical educator teaches a data collection or an intervention technique that has not been presented and practiced in the academic setting, the clinical educator is responsible for determining that the student is safe in applying the procedure in the clinical setting.**

LIST OF COMPETENCIES for PTA 285 and PTA 290

The following is a list of competencies that the second year students will be expected to master prior to Clinical Education II and III, PTA 285 and PTA 290.

1. Professional Conduct - including ability to follow policies and procedures of clinical facility, respond effectively in emergency situation, use spare time to enhance learning, maintain patient confidentiality, respect patient dignity and privacy, control emotions and accept criticism, show understanding of role of PT/PTA in health care delivery, show understanding of legal and ethical considerations. In addition, student should convey appropriate level of self-confidence, initiate tasks within capabilities, and interact appropriately with patients and staff.
2. Communication - including communicating effectively with other professionals, asking questions when unsure, adapting communication to patient's level, appropriate use of medical terminology. In addition, student should recognize and use appropriate non-verbal communication, obtain preliminary information from the patient, respond appropriately to patient and or care giver questions and concerns during treatment, and use effective teaching skills during treatment. The student should demonstrate knowledge of how to educate patient and care givers about interventions being provided. The student should demonstrate knowledge about timely communication with the physical therapist for reporting patient status, and requests for changes to plan of care.
3. Data collection techniques - including basic gait recognition, goniometry, manual muscle testing, vital signs, anthropometric measurement, and basic posture observation. In addition, student should demonstrate understanding of data collection techniques used by physical therapist and how it impacts delivery of interventions. Student should be able to collect data using standardized tests initially completed by the physical therapist, ie. Berg, Tinetti, TUG, basic sensory testing, FIM.
4. Patient care - including transfers, body mechanics, wheelchair handling, positioning, use of assistive devices, wound healing, sterile technique, universal precautions, orthotics, prosthetics, issues related to aging, treatment of pediatric patients. In addition, students should be comfortable with therapeutic exercise including strengthening, balance, back exercises, AROM. Students should be able to read the plan of care developed by the physical therapist and provide appropriate interventions based on the plan of care. Students should be able to make adjustments to intervention based on patient response and should understand that the adjustments that are made must be within plan of care and scope of practice.
5. Modalities - including ultrasound, heat, cold, phonophoresis, hydrotherapy, massage, electrical stimulation, TENS, paraffin, traction.
6. Comprehension of pathologies - including orthopedic pathologies and treatment, neurological pathologies and treatment, treatment of total joint patients, amputees, spinal cord injured, head injured
7. Documentation - including SOAP format progress notes. In addition, the student should demonstrate understanding of the need for accurate and timely documentation of patient

treatment, but also of information needed for billing purposes in format required by clinical site.

Refer to course syllabi for more specific competencies.

- ✓ **If the Clinical Instructor (CI) teaches a data collection or an intervention technique that has not been presented and practiced in the academic setting, the CI is responsible for determining that the student is safe in applying the procedure in the clinical setting.**

CLINICAL EDUCATION GRADING CRITERIA

The Academic Coordinator of Clinical Education (ACCE) will determine the final grade for each clinical placement.

Clinical Education I, PTA 185

Pre and post clinical activity requirement completion – 25%

- To receive all points, all paperwork required before and after clinical must be completed on time, meeting all deadlines noted on timeline or providing ACCE with documentation of when items will be completed in writing if not able to meet deadline dates. **Paperwork not completed six weeks prior to first day of clinical experience may result in failure of the clinical.**

Canvas Participation – 10%

- Requires posts to **all** questions and activities.

Clinical Experience – 65%

- Clinical Instructor is responsible for on-site education. Student is expected to follow all rules of clinical site and take direction for clinical activities from clinical instructor or other clinical employees.
- CPI completed with no "significant concern" boxes checked.
- CPI completed with comments from clinical educator indicating satisfactory performance by student on criteria.
- CPI visual analog scores 25mm and above on all criteria.*
- Evaluation of site completed and turned in on time.
- Adherence to all professional behaviors as outlined in the PTA Student Handbook.

* If the scores on the visual analog scale indicate an unacceptable level of performance but the comments at the midterm and final assessment indicate an acceptable level of performance, the ACCE will assess the situation.

Any of the following events will result in a drop of at least one letter grade:

- The student met all items noted above, but did not complete them on time.
- The student had difficulty mastering behaviors and skills expected during the clinical requiring a written learning contract with specific performance objectives to complete the clinical successfully.

Failure of the clinical results from the following:

- Failure to complete required paperwork.
- Failure to complete required assignments.
- Significant concerns noted by CI or ACCE that were not corrected satisfactorily by the student during the clinical experience.
- Any behavior that would result in failure of an on campus class as noted in the PTA Program handbook or MWSU policy and procedures guide.

Other reasons for failure and/or termination of the experience may be determined at any time during the clinical experience by agreement of the clinical educator, CCCE, and ACCE.

If, at the time of the midterm visit, the clinical educator notes unacceptable performance on any criteria, the student will be responsible for writing performance objectives for each unacceptable criteria. These criteria should be faxed or e-mailed to the ACCE within one week of the visit if not shared with the ACCE at the visit.

Clinical Education II, PTA 285

Pre and post clinical activity requirement completion – 25%

- To receive all points, all paperwork required before and after clinical must be completed on time, meeting all deadlines noted on timeline or providing ACCE with documentation of when items will be completed in writing if not able to meet deadline dates. **Paperwork not completed six weeks prior to first day of clinical experience may result in failure of the clinical.**

Canvas Participation – 10%

- Requires posts to **all** questions and activities.

Clinical Experience – 65%

- Clinical Instructor is responsible for on-site education. Student is expected to follow all rules of clinical site and take direction for clinical activities from clinical instructor or other clinical employees.
- Prepare and present an in-service to clinical staff.
- CPI completed with no "significant concern" boxes checked.
- CPI completed with comments from clinical educator indicating satisfactory performance by student on criteria.
- CPI visual analog scores 85mm and above on "red flag" criteria (1-5).*
- CPI visual analog scores 75mm and above on objectives 6-20 on 80% of criteria.*
- Evaluation of site completed and turned in on time.
- Adherence to all professional behaviors as outlined in the PTA Student Handbook.

* If the scores on the visual analog scale indicate an unacceptable level of performance but the comments at the midterm and final assessment indicate an acceptable level of performance, the ACCE will assess the situation.

Any of the following events will result in a drop of at least one letter grade:

- The student met all items noted above, but did not complete them on time.
- The student had difficulty mastering behaviors and skills expected during the clinical requiring a written learning contract with specific performance objectives to complete the clinical successfully.

Failure of the clinical results from the following:

- Failure to complete required paperwork.

- Failure to complete required assignments.
- Significant concerns noted by CI or ACCE that were not corrected satisfactorily by the student during the clinical experience.
- Any behavior that would result in failure of an on campus class as noted in the PTA Program handbook or MWSU policy and procedures guide.

Other reasons for failure and/or termination of the experience may be determined at any time during the clinical experience by agreement of the clinical educator, CCCE, and ACCE.

If, at the time of the midterm visit, the clinical educator notes unacceptable performance on any criteria, the student will be responsible for writing performance objectives for each unacceptable criteria. These criteria should be faxed or e-mailed to the ACCE within one week of the visit if not shared with the ACCE at the visit.

If the student fails this clinical experience, remediation of the clinical will be arranged by the ACCE. The remediation experience will be determined by the ACCE based on the needs of the student, problems that were identified in the previous clinical experience and student input.

Clinical Education III, PTA 290

Pre and post clinical activity requirement completion – 25%

- To receive all points, all paperwork required before and after clinical must be completed on time, meeting all deadlines noted on timeline or providing ACCE with documentation of when items will be completed in writing if not able to meet deadline dates. **Paperwork not completed six weeks prior to first day of clinical experience may result in failure of the clinical.**

Moodle Participation – 10%

- Requires posts to **all** questions and activities.

Clinical Experience – 65%

- Clinical Instructor is responsible for on-site education. Student is expected to follow all rules of clinical site and take direction for clinical activities from clinical instructor or other clinical employees.
- Prepare and present an in-service to clinical staff.
- CPI completed with no "significant concern" boxes checked.
- CPI completed with comments from clinical instructor indicating satisfactory performance by student on criteria.
- CPI visual analog scores 93mm and above on "red flag" criteria (1-5).*
- CPI visual analog scores 85mm and above on objectives 6-20 on 80% of criteria.*
- Evaluation of site completed and turned in on time.
- Adherence to all professional behaviors as outlined in the PTA Student Handbook.

* If the scores on the visual analog scale indicate an unacceptable level of performance but the comments at the midterm and final assessment indicate an acceptable level of performance, the CEC will assess the situation.

Any of the following events will result in a drop of at least one letter grade:

- The student met all items noted above, but did not complete them on time.
- The student had difficulty mastering behaviors and skills expected during the clinical requiring a written learning contract with specific performance objectives to complete the clinical successfully.

Failure of the clinical results from the following:

- Failure to complete required paperwork.
- Failure to complete required assignments.
- Significant concerns noted by CI or ACCE that were not corrected satisfactorily by the student during the clinical experience.
- Any behavior that would result in failure of an on campus class as noted in the PTA Program handbook or MWSU policy and procedures guide.

Other reasons for failure and/or termination of the experience may be determined at any time during the clinical experience by agreement of the clinical instructor, CCCE, and ACCE.

If, at the time of the midterm visit, the clinical instructor notes unacceptable performance on any criteria, the student will be responsible for writing performance objectives for each unacceptable criteria. These criteria should be faxed or e-mailed to the ACCE within one week of the visit if not shared with the CEC at the visit.

If the student fails this clinical experience, remediation of the clinical will be arranged by the ACCE. The remediation experience will be determined by the ACCE based on the needs of the student, problems that were identified in the previous clinical experience and student input.

TIMETABLE OF INFORMATION PROVIDED TO CLINICAL SITE

January	• **Mailing of student information for 285 and 290** ✓ **Student data sheet** ✓ **Student health report** ✓ **Student confidentiality form** ✓ **Student informed consent**
February	• **Site placement notification for 185**
March	• **Mailing of** ✓ **Request for placements for the following year** ✓ **Malpractice insurance information**
April	• **Mailing of student information for 185** ✓ **Student data sheet** ✓ **Student health report** ✓ **Student confidentiality form** ✓ **Student informed consent**
May	• **285/290 student placement requests due**
June	
July	• **Begin matching 285/290 spring placement**
August	• **CI questionnaire** • **ACCE evaluation**
September	• **Student placement notification 285/290**
October	• **185 placement requests due**
November	• **Site placement notification 285/290**
December	• **Student placement notification 185**

On the first day of the clinical the student provides the clinical educator with a binder that contains the following information:

- ✓ CPI and instructions
- ✓ Course syllabus
- ✓ Rights and privileges of clinical educator
- ✓ ACCE business card with midterm visit date and time on back
- ✓ Competencies
- ✓ Letter to clinical educator
- ✓ Mailing envelope

SUGGESTED STUDENT ORIENTATION TOPICS

This list is meant to provide suggestions, but is in no way all inclusive.

1. Tour of facility
2. Tour of department
3. Orientation to personal space (desk, lockers, etc.)
4. Initial meeting with clinical educator
    - discuss objectives, expectations
    - plan learning experiences
    - discuss student responsibilities
    - discuss learning styles of student
    - discuss style of clinical educator as teacher
5. Introduction to staff
6. Personnel policies regarding tardiness, absence
7. Discuss "student calendar" of daily activities
8. Orientation to safety requirements:
    - CPR (code blue if appropriate)
    - fire, tornado or other disaster
    - OSHA guidelines
9. Orientation to communication system (phone, pagers, beepers, tablets, etc.)
10. Patient treatment (observation/expectation of student)
11. Orientation to paperwork (documentation, charges, etc.)
12. Orientation to departmental protocols (exercise, equipment protocols, etc.)
13. Orientation to HIPAA protocols

CLINICAL EDUCATION FORMS

Program Forms

The Clinical Informed Consent and the Confidentiality Form are are required to be signed the first week of each fall semester. These forms are maintained by the ACCE in student files and copies of the forms are mailed to clinical sites prior to the clinical placement. Students are given copies to keep in their portfolio.

MISSOURI WESTERN STATE UNIVERSITY

Physical Therapist Assistant Program

Clinical Informed Consent

Clinical affiliations in physical therapy settings are regularly scheduled components of the Physical Therapist Assistant Program at Missouri Western State University. During these affiliations, students participate in, but are not solely responsible for, patient services rendered at the affiliating clinic. The clinical center and the preceptor, or clinical instructor, shall have sole primary responsibility for patient care and treatment. No student shall be considered to be acting as an agent or employee of the clinical center, nor shall a student be used in lieu of clinical center professional or non-professional staff. Students will represent themselves as a physical therapist assistant student, and will display their Missouri Western nametag while at the clinical site. Students will honor all patients' autonomy, and respect the risk-free right of patients to refuse to participate in clinical education.

In the course of a clinical affiliation there are risks of personal injury and/or damage to property. Neither Missouri Western State University nor any of the clinical facilities used for clinical practice assumes liability if a student is injured on the campus or in the clinical facility during training, unless the injury is the direct result of negligence by the university or clinical facility. In order to cover liability arising from negligent acts on the part of the affiliating student, Missouri Western State University purchases professional liability insurance each school year for currently enrolled students in the Physical Therapist Assistant Program.

Student health insurance is not provided through the university and is the sole responsibility of the student to acquire through other sources. The student attests to health insurance coverage prior to clinical affiliations. Insurance can be acquired through the American Physical Therapy Association (APTA) for student members. Should emergency services be required during off-campus educational experiences, the policies of the off-campus site should be utilized for decisions regarding the provision of emergency care. In the absence of a policy at the site, emergency care will be sought, and neither Missouri Western nor the off-campus site will be held accountable for the decisions made.

Students will be informed of the requirements of the clinical center prior to the affiliation. These requirements include, but are not limited to, a health exam, current immunizations and TB test, HIPAA and OSHA training, CPR and first aid certification, and a criminal background check. Lack of completion will result in removal from the PTA Program. Some clinical sites require drug screening or more extensive background checks. Failure to comply with a clinical facility's requirements will result in removal from the program.

Any student with an infectious or communicable disease that cannot be contained (such as fever, secretions, or airborne pathogens) may not be permitted to participate in a clinical rotation. The determination of whether a student should be excluded from participation shall be made on a case by case basis in consultation with the student's physician and the appropriate university official. A physician's note provided to the program faculty may be required for continued placement in clinical training. It is the responsibility of the individual student to inform the clinical instructor, program director, and ACCE of any condition which may adversely affect patient care or the safety and health of other students in the program.

I have read the above, understand it, and am aware of the responsibilities and risks involved in participating in the clinical affiliation program of the Missouri Western State University Physical Therapist Assistant Program. This clinical informed consent shall be kept in my PTA program student file.

Signed _____ Date _____

Confidentiality Statement

I understand that through my participation in the Physical Therapist Assistant Program at Missouri Western State University, I may have access to confidential patient health information. I further understand that patient information is private, must be kept confidential and that unauthorized release of information is punishable by a fine and/or imprisonment as well as immediate termination from the Physical Therapist Assistant Program.

I agree and understand the following:

- ☐ I will not inappropriately release confidential information.
- ☐ I agree to discuss confidential information only in the clinical setting as it pertains to patient care and not where it may be overheard by visitors and/or other patients.
- ☐ During each clinical rotation in the clinical education program, I agree to follow each agency's established procedures on maintaining confidentiality.
- ☐ I will adhere to the Standards of Ethical Conduct of the American Physical Therapy Association. (See page 25 in Student Handbook.)
- ☐ I understand that unauthorized release of patient information will result in immediate termination from the Physical Therapist Assistant Program at Missouri Western State University.
- ☐ I will participate in all HIPAA training required by the Physical Therapist Assistant Program at Missouri Western State University and my assigned clinical sites.

I, _____, the undersigned, hereby declare that the terms of this statement have been completely read and are fully understood and voluntarily accepted for the purpose of participation in the Physical Therapist Assistant Program.

_____

Student Signature Date

_____

Witness Date

Rev. 8/11

Student Information Forms

The Student Data Sheet and the Student Health Report are forms that are required from the students at least two months before the beginning of the a clinical placement. These forms are maintained by the ACCE and copies are mailed to the clinical site prior to student placement. Students are given copies to keep in their portfolio.

Missouri Western State University
STUDENT DATA SHEET

CLINICAL FACILITY_____
DATES OF AFFILIATION _____

NAME _____ DATE _____

ADDRESS _____

CITY, STATE, ZIP _____

CELL PHONE _____ HOME PHONE _____

Email _____

PERSON TO NOTIFY IN CASE OF AN EMERGENCY:

_____

Relationship _____ ***Phone*** _____

PREVIOUS PT WORK/VOLUNTEER EXPERIENCE

MEDICAL INFORMATION

MEDICAL INSURANCE COMPANY _____

Policy # _____ Policy Holder_____

ALLERGIES _____

BLOOD TYPE _____

OTHER PERTINENT INFORMATION _____

_____

PHYSICIAN _____ Phone _____

Documentation of the following is available on request. The dates indicate when the item was completed.

CPR Certification **(exp)** First Aid Training **(exp)**

Background Check TB Test

MOKAN CNE/KCANE Test Date/Score

Other OSHA Training Other HIPAA Training

PERSONAL INFORMATION

I am comfortable and feel I do well with: _____

_____

I need to work on: _____

_____

My hobbies and interests include: _____

_____

Other:

Missouri Western State University
STUDENT DATA SHEET

CLINICAL ROTATION
II

CLINICAL FACILITY _____

DATES OF AFFILIATION _____

NAME _____ DATE _____

ADDRESS _____

CITY, STATE, ZIP _____

CELL PHONE _____ HOME PHONE _____

EMAIL ADDRESS _____

PERSON TO NOTIFY IN CASE OF AN EMERGENCY:

_____ ***Relationship*** _____ ***Phone*** _____

PREVIOUS CLINICAL EXPERIENCES

1) SITE _____ DATES _____

Experience _____

PREVIOUS PT WORK/VOLUNTEER EXPERIENCE

_____

_____

MEDICAL INFORMATION

MEDICAL INSURANCE COMPANY _____

Policy # _____ Policy Holder _____

ALLERGIES _____

OTHER PERTINENT INFORMATION _____

_____

PHYSICIAN _____ Phone _____

Documentation of the following is available on request. The dates indicate when the item was completed.

CPR Certification **(exp)**	First Aid Training **(exp)**
Background Check	TB Test
MOKAN CNE/KCANE Test Date/Score	
Other OSHA Training	Other HIPAA Training

PERSONAL INFORMATION

I am comfortable and feel I do well with: _____

_____

I need to work on: _____

_____

My hobbies and interests include: _____

_____

I am excited about becoming a PTA because: _____

_____

STUDENT HEALTH REPORT

This is to certify that I have examined

_____

student name

and have determined that he/she is in good health and free of communicable diseases. He/she is capable of performing the required physical and mental duties for the clinical education component of his/her educational program.

_____

Signature Date

IMMUNIZATIONS	DATE	DATE	DATE	DATE
MMR				
POLIO				
DPT				
TD/TDAP				
HEP A				
HEP B				
CHICKEN POX				
TB TEST				
OTHER				

Tests/Screens	DATE	DATE	DATE	DATE
Color Blindness				
Drug Screen				

I agree to have this information released to clinical sites to fulfill the requirements for clinical education.

_____

Student signature Date

Student Clinical Site Preferences Requests

Students complete a Site Preference form for each clinical placement. These are due to the ACCE at least five months before a clinical placement. The ACCE uses this information to determine student placement.

CLINICAL SITE PREFERENCES

From the list of possible clinical sites, please indicate your first, second and third choices below. A separate form will need to be completed for each of the three clinical rotations.

NAME _____ **DATE** _____

Clinical Rotation 1

First Choice: _____

Second Choice: _____

Third Choice: _____

Comments: (Any special considerations that may influence your clinical rotation)

Rev. 01

CLINICAL SITE PREFERENCES

From the list of possible clinical sites, please indicate your first, second and third choices below. A separate form will need to be completed for each of the three clinical rotations.

NAME _____ **DATE** _____

Prior clinical placement _____

Circle the clinical rotation relevant to this request.

Clinical Rotation 2 Clinical Rotation 3

First Choice: _____

Second Choice: _____

Third Choice: _____

Comments: (Any special considerations that may influence your clinical rotation)

Rev. 10

Clinical Performance Instrument

The following is a copy of the graded portion of the Clinical Performance Instrument (CPI). Students will arrive at a clinical site with the copy of the complete CPI including instructions for its use. The PTA Program is currently considering the possibility of converting to the on-line version of the CPI.

CLINICAL PERFORMANCE INSTRUMENT

PHYSICAL THERAPIST ASSISTANT STUDENT

STUDENT INFORMATION

Student's Name: _____

Date of Clinical Experience: _____ Course Number: _____

ACADEMIC PROGRAM INFORMATION

Name of Academic Institution: _____

Address: _____
(Department) (Street)

_____
_____
(City) (State) (Zip)

Phone: (_____)_____ext. _____ Fax: (_____)_____

E-mail: _____

CLINICAL EDUCATION SITE INFORMATION

Name of Clinical Site: _____

Address: _____
(Department) (Street)

_____
_____
(City) (State) (Zip)

Phone: (_____)_____ext _____ Fax: (_____)_____

E-mail: _____

Clinical Instructor's Name: _____

Clinical Instructor's Name: _____

Center Coordinator of Clinical Education's Name: _____

viii

CLINICAL PERFORMANCE INSTRUMENT
PHYSICAL THERAPIST ASSISTANT STUDENT

1. Performs in a safe manner that minimizes risk to patient, self, and others.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Observes health and safety regulations.
b) Maintains safe working environment.
c) Recognizes physiological and psychological changes in patients and:
 * adjusts interventions accordingly within the plan of care, or
 * does not provide interventions and consults with PT supervisor
d) Demonstrates awareness of contraindications and precautions of interventions.
e) Requests assistance when necessary.
f) Uses acceptable techniques for safe handling of patients.
g) Protects welfare of self, patient, and others in emergency situations.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____

Final Comments:

_____
_____
_____

2. Conducts self in a responsible manner.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Accepts responsibility for own actions.
b) Is punctual and dependable.
c) Completes scheduled assignments in a timely manner.
d) Wears attire consistent with expectations of the clinical setting.
e) Demonstrates initiative.
f) Demonstrates a willingness to alter schedule to accommodate patient needs and facility requirements.
g) Adapts to change.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

3. Interacts with others in a respectful manner.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Maintains productive working relationships with patients, families, CI, and others.
b) Treats others with positive regard, dignity, respect, and compassion.
c) Maintains confidentiality.
d) Demonstrates behaviors that contribute to a positive work environment.
e) Accepts criticism without defensiveness.
f) Manages conflict in constructive ways.
g) Makes choices after considering the consequences to others.
h) Assumes responsibility for choices made in situations presenting legal or ethical dilemmas.
i) Maintains privacy and modesty (eg. draping, confidentiality).

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

4. **Adheres to ethical standards.**

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Abides by relevant ethical codes, standards, and guidelines.
b) Adheres to institutional policy and procedures.
c) Identifies situations in which ethical questions are present.
d) Reports violations of ethical standards and guidelines.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

5. **Adheres to legal standards.**

M ☐ F ☐ Not Observed

Novice Clinical Performance — Entry-Level Performance

M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Abides by pertinent state (province) and federal laws and regulations, Including those applying to state licensure laws.
b) Identifies situations in which legal questions are present.
c) Reports violations of laws governing physical therapy.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

6. Communicates in ways that are congruent with situational needs.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Communicates in a respectful and timely manner.
b) Initiates communication in difficulty situations.
c) Selects the most appropriate person(s) with whom to communicate.
d) Communicates respect for the roles and contributions of all participants in patient care.
e) Listens actively and attentively to understand what is being communicated by others.
f) Demonstrates respectful and technically correct verbal communication.
g) Communicates using nonverbal messages that are consistent with intended message.
h) Interprets and responds to the nonverbal communication of others.
i) Determines effectiveness of his/her own communication and modifies communication accordingly.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____

QUALITY OF CARE *SUPERVISION/GUIDANCE REQUIRED CONSISTENCY OF PERFORMANCE
COMPLEXITY OF TASKS/ENVIRONMENT EFFICIENCY OF PERFORMANCE

7. Produces documentation to support the delivery of physical therapy services.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Documents aspects of physical therapy care, including selected data collection measurements, interventions, response to interventions, and communicates with family and others involved in delivery of patient care.
b) Produces documentation that follows guidelines and format required by the clinical setting and by law.
c) Documents patient care consistent with guidelines and requirements of regulatory agencies and third-party payers.
d) Produces documentation that is accurate, concise, timely, and legible.
e) Demonstrates technically correct written communication skills.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

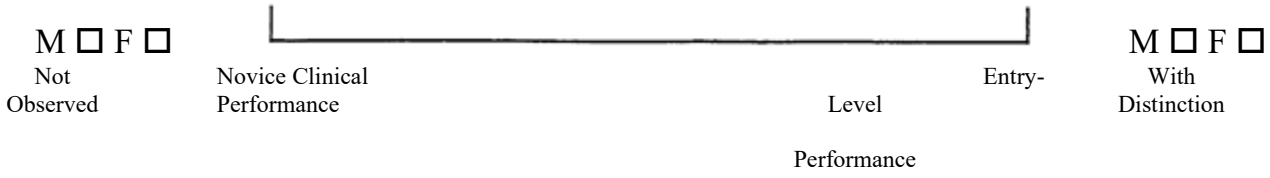
Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

8. Delivers established patient care to reflect respect for and sensitivity to individual differences.



SAMPLE BEHAVIORS

a) Exhibits sensitivity to differences in race, creed, color, gender, age, national or ethnic origin, sexual orientation, and disability or health status in:
   * communication with others and,
   * implementing (delegated interventions within the plan of care established by the physical therapist.)

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

_____
_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____
_____

9. Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.

M ☐ F ☐			M ☐ F ☐
Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Explains rationale for judgments.
b) Makes judgments within the context of ethical issues, informed consent, and safety considerations.
c) Utilizes information from multiple data sources to make judgments.
d) Uses a clinical problem solving process that includes considering decision rules (eg. codes, protocols), thinking, data collection, and interpretive processes.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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10. Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Identifies whether he/she possesses the knowledge and skill to competently perform a delegated data collection.
b) Performs interim data collection to monitor patient status.
c) Collects data in a technically competent manner.

SEE APPENDIX B FOR LIST OF ENTRY-LEVEL DATA COLLECTION SKILLS.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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11. Discusses the need for modifications to the plan of care established by the physical therapist.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Communicates with the physical therapist regarding significant changes in the patient's status or modifications made in the patient's interventions within the plan of care.

b) Suggests to the physical therapist modifications needed in the patient's plan of care.

c) Determines whether to adjust or suspend patient interventions if warranted and reports findings to the physical therapist.

d) Progresses patient within an established plan of care and reports changes in patient status to the physical therapist.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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12. Performs physical therapy interventions in a technically competent manner.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS
a) Performs effective, efficient, and coordinated movement in providing technically competent interventions.
b) Performs interventions consistent with the plan of care established by the physical therapist.
c) Provides interventions in a manner minimizing risk to the patient, self, and others involved in the delivery of the patient's care.
d) Uses intervention time efficiently and effectively.
e) Adjusts physical therapy interventions, within the plan of care established by the physical therapist, to meet the individual need and responses of the patient and reports changes in patient status to the physical therapist.
SEE APPENDIX C FOR LIST OF ENTRY-LEVEL TECHNICAL SKILLS.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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13. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Participates in designing educational activities to address identified needs.
b) Conducts educational activities utilizing a variety of instructional strategies as needed.
c) Modifies educational activities considering learners' need, characteristics, and capabilities.
d) Determines effectiveness of educational activities.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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14. Participates in activities addressing quality of service delivery.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS
a) Follows established guidelines for the delivery of physical therapy services critical/clinical pathways, protocols).
b) Provides recommendations for developing or modifying guidelines based on clinical observations.
c) Participates in performance improvement activities, peer review, utilization review, etc.
d) Seeks information regarding quality of care rendered.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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15. Participates in addressing patient needs for services other than physical therapy.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Reports patient resource and service needs to the physical therapist, or other health care professions as indicated within the plan of care.
b) Advocates for appropriate patient services and resources.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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16. Manages resources (eg. time, space, equipment) to achieve goals of the clinical setting.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Sets priorities for the use of resources to maximize outcomes.
b) Functions within the organizational structure of the practice setting.
c) Uses time effectively.
d) Coordinates with the physical therapist and other service providers to facilitate efficient and effective patient care.
e) Adapts to change in the organizational structure of the clinical setting.
f) Schedules patients, equipment, and space.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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17. Participates in fiscal management of the physical therapy clinical setting.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Submits accurate patient charges on time.
b) Acts in a fiscally responsible manner.
c) Provides recommendations for equipment and supply needs.
d) Adheres to reimbursement guidelines established by payers.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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18. Uses physical therapy aides and other support personnel according to legal standards and ethical guidelines.

M ☐ F ☐				M ☐ F ☐
Not Observed	Novice Clinical Performance	Entry-Level Performance		With Distinction

SAMPLE BEHAVIORS

a) Assigns only those aspects of physical therapist-delegated tasks that can be legally and ethically delegated to support personnel.
b) Assigns only those aspects of physical therapist-delegated tasks to facilitate effective and efficient patient care.
c) Assigns only those aspects of physical therapist-delegated tasks to the appropriate support personnel.
d) Informs the patient of the decision to assign physical therapist-delegated tasks and the rationale for the assignment.
e) Demonstrates respect for the contributions of support personnel.
f) Monitors the care delivered by support personnel.
g) Provides regular feedback to support personnel.
h) Provides regular feedback to the physical therapist about patient status, including those activities provided by support personnel.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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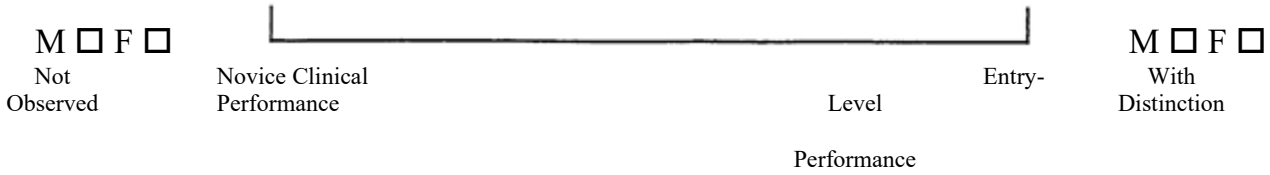
19. Implements a self-directed plan for career development and lifelong learning.



SAMPLE BEHAVIORS

a) Demonstrates an awareness of own strengths and limitations.
b) Establishes realistic goals for career development.
c) Participates in learning experiences within the clinical setting.
d) Modifies behavior based on self-assessment and constructive feedback.
e) Discusses progress of career growth.
f) Seeks opportunities to learn.
g) Accepts responsibility for learning.
h) Seeks guidance as necessary to address limitations.
i) Periodically assesses own career development.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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20. Assists the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Assists the physical therapist in using established screening tools as delegated by a physical therapist.
b) Assists the physical therapist with the education of patients or other individuals and groups in prevention by providing information on impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle.
c) Incorporates the concept of self-responsibility in wellness and health promotion.

Significant Concerns: Check below if performance on this criterion places student at risk for failure of this clinical experience.

☎ Midterm ☐ Final ☐

Midterm Comments:

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Final Comments:

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SUMMATIVE COMMENTS

Given this student's level of academic and clinical preparation and the objectives for this clinical experience, identify strengths and areas needing improvement. If this is the student's final clinical experience, comment on the student's overall performance as a physical therapist assistant.

Areas of Strength:
Midterm:
Final:

Areas Needing Improvement:
Midterm:

Areas Needing Improvement (continued):
Final:

Other Comments:
Midterm:
Final:

EVALUATION SIGNATURES

MIDTERM EVALUATION
We have read and discussed this evaluation.

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Signature of Student Date

_____
Academic Institution

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Evaluator Name (Print) Position/Title

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Signature of Evaluator (1) Date

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_____ Evaluator Name (Print)

Position/Title

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Signature of Evaluator (2) Date

FINAL EVALUATION

We have read and discussed this evaluation.

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_____

Signature of Student Date

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Academic Institution

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Evaluator Name (Print) Position/Title

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Signature of Evaluator (1) Date

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_____ Evaluator Name (Print)

Position/Title

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Signature of Evaluator (2) Date

CLINICAL PERFORMANCE INSTRUMENT
PHYSICAL THERAPIST ASSISTANT[1] STUDENT

1. Performs in a safe manner that minimizes risk to patient,[2] self, and others.

M ☐ F ☐ — Not Observed | Novice Clinical Performance[3] — Entry-Level Performance[4] | M ☐ F ☐ — With Distinction

SAMPLE BEHAVIORS

a) Observes health and safety regulations.
b) Maintains safe working environment.
c) Recognizes physiological and psychological changes in patients and:
   - adjusts interventions[5] accordingly within the plan of care,[6] or
   - does not provide interventions and consults the physical therapist[7] supervisor.
d) Demonstrates awareness of contraindications and precautions of interventions.
e) Requests assistance when necessary.
f) Uses acceptable techniques for safe handling of patients.
g) Protects welfare of self, patient, and others in emergency situations.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ Midterm ☐ Final ☐

Midterm Comments: _____

Final Comments: _____

QUALITY OF CARE ◆ SUPERVISION/GUIDANCE REQUIRED ◆ CONSISTENCY OF PERFORMANCE ◆ COMPLEXITY OF TASKS/ENVIRONMENT ◆ EFFICIENCY OF PERFORMANCE

2. Conducts self in a responsible manner.

M ☐ F ☐		M ☐ F ☐
Not Observed	Novice Clinical Performance ——— Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Accepts responsibility for own actions.
b) Is punctual and dependable.
c) Completes scheduled assignments in a timely manner.
d) Wears attire consistent with expectations of the clinical setting.
e) Demonstrates initiative.
f) Demonstrates a willingness to alter schedule to accommodate patient needs and facility requirements.
g) Adapts to change.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

3. Interacts with others in a respectful manner.

M ☐ F ☐ — M ☐ F ☐

Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Maintains productive working relationships with patients, families, CI,[s] and others.
b) Treats others with positive regard, dignity, respect, and compassion.
c) Maintains confidentiality.
d) Demonstrates behaviors that contribute to a positive work environment.
e) Accepts criticism without defensiveness.
f) Manages conflict in constructive ways.
g) Makes choices after considering the consequences to others.
h) Assumes responsibility for choices made in situations presenting legal or ethical dilemmas.
i) Maintains patient privacy and modesty (eg, draping, confidentiality).

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

Midterm ☐ **Final** ☐

Midterm Comments:_____

Final Comments:_____

QUALITY OF CARE ◆ SUPERVISION/GUIDANCE REQUIRED ◆ CONSISTENCY OF PERFORMANCE ◆ COMPLEXITY OF TASKS/ENVIRONMENT ◆ EFFICIENCY OF PERFORMANCE

4. Adheres to ethical standards.

M ☐ F ☐ Not Observed

Novice Clinical Performance — Entry-Level Performance

M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Abides by relevant ethical codes, standards, and guidelines.
b) Adheres to institutional policy and procedures.
c) Identifies situations in which ethical questions are present.
d) Reports violations of ethical standards and guidelines.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

5. Adheres to legal standards.

M ☐ F ☐ Not Observed | Novice Clinical Performance — Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Abides by pertinent state (province) and federal laws and regulations, including those applying to state licensure laws.
b) Identifies situations in which legal questions are present.
c) Reports violations of laws governing physical therapy.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

6. Communicates in ways that are congruent with situational needs.

M ☐ F ☐ M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Communicates in a respectful and timely manner.
b) Initiates communication in difficult situations.
c) Selects the most appropriate person(s) with whom to communicate.
d) Communicates respect for the roles[8] and contributions of all participants in patient care.
e) Listens actively and attentively to understand what is being communicated by others.
f) Demonstrates respectful and technically correct verbal communication.
g) Communicates using nonverbal messages that are consistent with intended message.
h) Interprets and responds to the nonverbal communication of others.
i) Determines effectiveness of his/her own communication and modifies communication accordingly.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

7. Produces documentation[g] to support the delivery of physical therapy services.

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Documents aspects of physical therapy care, including selected data collection measurements,[s] interventions,[s] response to interventions, and communicates with family and others involved in delivery of patient care.
b) Produces documentation that follows guidelines and format required by the clinical setting and by law.
c) Documents patient care consistent with guidelines and requirements of regulatory agencies and third-party payers.
d) Produces documentation that is accurate, concise, timely, and legible.
e) Demonstrates technically correct written communication skills.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

8. Delivers established patient care to reflect respect for and sensitivity to individual differences.

M ☐ F ☐ | M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Exhibits sensitivity to differences in race, creed, color, gender, age, national or ethnic origin, sexual orientation, and disability or health status[8] in:

- communication with others and,
- implementing (delegated interventions within the plan of care established by the physical therapist.)

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

9. Participates in patient status judgments within the clinical environment based on the plan of care[5] established by the physical therapist.

M ☐ F ☐ | Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Explains rationale for judgments.
b) Makes judgments within the context of ethical issues, informed consent, and safety considerations.
c) Utilizes information from multiple data sources to make judgments.
d) Uses a clinical problem solving process that includes considering decision rules (eg codes, protocols), thinking, data collection,[5] and interpretive processes.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

10. **Obtains accurate information by performing selected data collection[5] consistent with the plan of care established by the physical therapist.**

M ☐ F ☐ | M ☐ F ☐

Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Identifies whether he/she possesses the knowledge and skill to competently perform a delegated data collection.
b) Performs interim data collection to monitor patient status.
c) Collects data in a technically competent[3] manner.
SEE APPENDIX B FOR LIST OF ENTRY-LEVEL DATA COLLECTION SKILLS.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

11. **Discusses the need for modifications to the plan of care established by the physical therapist.**

M ☐ F ☐ _____ M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Communicates with the physical therapist regarding significant changes in the patient's status or modifications made in patient's interventions within the plan of care.
b) Suggests to the physical therapist modifications needed in the patient's plan of care.
c) Determines whether to adjust or suspend patient interventions if warranted and reports findings to the physical therapist.
d) Progresses patient within an established plan of care and reports changes in patient status to the physical therapist.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

12. **Performs physical therapy interventions[8] in a technically competent manner.**

M ☐ F ☐ Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Performs effective, efficient, and coordinated movement in providing technically competent interventions.
b) Performs interventions consistent with the plan of care established by the physical therapist.
c) Provides interventions in a manner minimizing risk to the patient, self, and others involved in the delivery of the patient's care.
d) Uses intervention time efficiently and effectively.
e) Adjusts physical therapy interventions, within the plan of care established by the physical therapist, to meet the individual needs and responses of the patient and reports changes in patient status to the physical therapist.

SEE APPENDIX C FOR LIST OF ENTRY-LEVEL TECHNICAL SKILLS.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

Final Comments: _____

13. **Educates[2] others (patients, family, caregivers,[2] staff, students, other health care providers) using relevant and effective teaching methods.**

M ☐ F ☐ _____ M ☐ F ☐

Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Participates in designing educational activities to address identified needs.
b) Conducts educational activities utilizing a variety of instructional strategies as needed.
c) Modifies educational activities considering learners' needs, characteristics, and capabilities.
e) Determines effectiveness of educational activities.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

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Final Comments: _____

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14. **Participates in activities addressing quality[8] of service delivery.**

M ☐ F ☐ _____ M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Follows established guidelines for the delivery of physical therapy services (eg, critical/clinical pathways, protocols).
b) Provides recommendations for developing or modifying guidelines based on clinical observations.
c) Participates in performance improvement activities, peer review, utilization review, etc.
d) Seeks information regarding quality of care rendered.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments: _____

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Final Comments: _____

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15. Participates in addressing patient needs for services other than physical therapy.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Reports patient resource and service needs to the physical therapist, or other health care professions as indicated within the plan of care.
b) Advocates for appropriate patient services and resources.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ Midterm ☐ Final ☐

Midterm Comments: _____

Final Comments: _____

16. **Manages resources (eg, time, space, and equipment) to achieve goals[8] of the clinical setting.**

M ☐ F ☐ M ☐ F ☐

Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Sets priorities for the use of resources to maximize outcomes.[8]
b) Functions within the organizational structure of the practice setting.
c) Uses time effectively.
d) Coordinates with the physical therapist and other service providers to facilitate efficient and effective patient care.
e) Adapts to change in the organizational structure of the clinical setting.
f) Schedules patients, equipment, and space.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments:_____

Final Comments:_____

17. Participates in fiscal management of the physical therapy clinical setting.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Submits accurate patient charges on time.
b) Acts in a fiscally responsible manner.
c) Provides recommendations for equipment and supply needs.
d) Adheres to reimbursement guidelines established by payers.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments:_____

Final Comments:_____

18. **Uses physical therapy aides and other support personnel according to legal standards and ethical guidelines.**

M ☐ F ☐ | Not Observed | Novice Clinical Performance | Entry-Level Performance | M ☐ F ☐ With Distinction

SAMPLE BEHAVIORS

a) Assigns only those aspects of physical therapist-delegated tasks that can be legally and ethically delegated to support personnel.
b) Assigns only those aspects of physical therapist-delegated tasks to facilitate effective and efficient patient care.
c) Assigns only those aspects of physical therapist-delegated tasks to the appropriate support personnel.
d) Informs the patient of the decision to assign physical therapist-delegated tasks and the rationale for assignment.
e) Demonstrates respect for the contributions of support personnel.
f) Monitors the care delivered by support personnel.
g) Provides regular feedback to support personnel.
h) Provides regular feedback to the physical therapist about patient status, including those activities provided by support personnel.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ Midterm ☐ Final ☐

Midterm Comments:_____

Final Comments:_____

19. **Implements a self-directed plan for career development and lifelong learning.**

M ☐ F ☐			M ☐ F ☐
Not Observed	Novice Clinical Performance	Entry-Level Performance	With Distinction

SAMPLE BEHAVIORS

a) Demonstrates an awareness of own strengths and limitations.
b) Establishes realistic goals for career development.
c) Participates in learning experiences within the clinical setting.
d) Modifies behavior based on self-assessment and constructive feedback.
e) Discusses progress of career growth.
f) Seeks opportunities to learn.
g) Accepts responsibility for learning.
h) Seeks guidance as necessary to address limitations.
i) Periodically assesses own career development.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments:_____

Final Comments:_____

20. Assists the physical therapist[6] in addressing primary and secondary prevention[2] needs of individuals and groups.

M ☐ F ☐ — M ☐ F ☐

Not Observed | Novice Clinical Performance | Entry-Level Performance | With Distinction

SAMPLE BEHAVIORS

a) Assists the physical therapist in using established screening[5] tools as delegated by a physical therapist.
b) Assists the physical therapist with the education of patients or other individuals and groups in prevention by providing information on impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle.
c) Incorporates the concept of self-responsibility in wellness and health promotion.

Significant Concerns: **Check below if performance on this criterion places student at risk for failure of this clinical experience.**

☎ **Midterm** ☐ **Final** ☐

Midterm Comments:_____

Final Comments:_____

SUMMATIVE COMMENTS

Given this student's level of academic and clinical preparation and the objectives for this clinical experience, identify strengths and areas needing improvement. If this is the student's final clinical experience, comment on the student's overall performance as a physical therapist assistant.

Areas of Strength:
Midterm:
Final:
Areas Needing Improvement:
Midterm:

Areas Needing Improvement (continued)
Final:
Other Comments:
Midterm:
Final:

EVALUATION SIGNATURES

MIDTERM EVALUATION
We have read and discussed this evaluation.

Signature of Student	Date
Academic Institution	
Evaluator Name (Print)	Position/Title
Signature of Evaluator (1)	Date
Evaluator Name (Print)	Position/Title
Signature of Evaluator (2)	Date

FINAL EVALUATION
We have read and discussed this evaluation.

Signature of Student	Date
Academic Institution	
Evaluator Name (Print)	Position/Title
Signature of Evaluator (1)	Date
Evaluator Name (Print)	Position/Title
Signature of Evaluator (2)	Date

Midterm Site/Phone Visit Form

Midterm interviews are conducted for every student on clinical either by phone or in person by the ACCE or the Program Director. Times and dates for the visits are taken by the students to the site and should be given to the clinical educators on the first day of the clinical. If the scheduled time doesn't work, it is the student's responsibility to contact the ACCE and make arrangements for a new date and time.

Ideally, interviews are completed with the CI and the student respectively. If one party is not present or available, arrangements will be made to complete the interview with the unavailable party at a later time.

The following questions are used as the ACCE for a guide for the midterm interview. It is used to detect problems that may need to be addressed by the ACCE or the CI with assistance from the ACCE. The visit is also used to reinforce positive student behaviors and performance.

The visit also provides time for the CI to ask questions about the program and provides an opportunity for the ACCE to thank them for their work with students from Missouri Western State University.

PTA 185
Midterm Site/Phone Visit Form

Date _____ Rotation I Site Visitor _____

Facility _____

Student _____

Clinical Instructor(s) _____

Interview with Clinical Instructor(s)

1. **What are the student's strengths?**

2. **What areas need improvement?**

3. **What would you like the student to accomplish by the end of the affiliation?**

4. **What plans do you have for helping the student to achieve these goals?**

5. **Any other concerns or comments?**

6. **Do you have any questions about the CPI?**

7. **Is there anything the school could have done differently to better prepare the student for this affiliation?**

8. **Do you have any questions about the program?**

9. **Do you have any areas that you would like covered by continuing education programs?**

10. **Would you attend a CI credentialing class in St. Joseph?**

11. **Would you be interested in 30 minute lunch time sessions? What topics?**

Interview with the Student

1. **Are you doing what you wanted to do during this affiliation?**

   Patients

   Treatments

2. **What are your strengths/weaknesses?**

3. **What would you like to accomplish for the rest of the affiliation?**

4. **Describe the supervision and feedback you're receiving?**

5. **Have you felt prepared for the demands of this clinic?**

6. **Would you recommend this facility for future students?**

7. **Explain:**

8. **Any concerns?**

Midterm Site/Phone Visit Form (285/290)

Date _____ Rotation _____ Site Visitor _____

Facility_____

Student_____

Clinical Instructor(s)_____

Interview with Clinical Instructor(s)

1) **On a scale of 1 to 10, where 10 is a new graduate, how would you rate the student's performance?**

   Explain:

2) **What are the student's strengths?**

3) **What areas need improvement?**

4) **What would you like the student to accomplish by the end of the affiliation?**

5) **What plans do you have for helping the student to achieve these goals?**

6) **Is there anything the school could have done differently to better prepare the student for this affiliation?**

7) **Do you have any questions about the program?**

8) **Do you have any questions about the CPI?**

9) **Do you have any areas that you would like covered by continuing education programs?**

10) **Would you attend a CI credentialing class in St. Joseph?**

11) **Would you be interested in 30 minute lunch time sessions? What topics?**

12) **Are you doing the CPI on-line for any schools?**
    What are advantages and disadvantages for you?

13) **Any other concerns or comments?**

Interview with the Student

1. **On a scale of 1 to 10, where 10 is a new graduate, how would you rate your performance?**

   Explain:

2. **Describe the types of patients and treatments that you are experiencing?**
   Patients:

   Treatments:

3. **What else would you like to accomplish during this affiliation?**

4. **Describe the supervision and feedback you're receiving?**

5. **Have you felt prepared for the demands of this clinic?**

6. **Would you recommend this facility for future students?**

   Explain:

7. **Any concerns?**

Student Evaluation of Clinical Experience

The current tool used to provide student feedback for the clinical site and the clinical instructor is the **Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction.** This tool was developed by the APTA to provide more uniform approach for the collection of student data.

Student feedback is a part of the ongoing process in improving clinical education. The student completes the form at midterm for PTA 285/290 and at the end of PTA 185/285/290, providing feedback to the clinical instructor as well as the program ACCE. The completed form is returned with the Clinical Performance Instrument (CPI) to Missouri Western.

PHYSICAL THERAPIST ASSISTANT STUDENT EVALUATION:

CLINICAL EXPERIENCE AND CLINICAL INSTRUCTION

June 10, 2003

American Physical Therapy Association
Department of Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

PREAMBLE

The purpose of developing this tool was in response to academic and clinical educators' requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience. Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist assistant student assessment of the clinical experience and Section 2-Physical therapist assistant student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student's assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility. Section 2 will remain confidential and the academic program will not share this information with other students.
- The tools meet the needs of the physical therapist (PT) and physical therapist assistant (PTA) academic and clinical communities and where appropriate, distinctions are made in the tools to reflect differences in PT scope of practice and PTA scope of work.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA's Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in developing, shaping, and refining the tools. Our gratitude is extended to all individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O'Loughlin, PT, MA

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GENERAL INFORMATION AND SIGNATURES

General Information

Student Name _____

Academic Institution _____

Name of Clinical Education Site _____

Address _____ City _____ State _____

Clinical Experience Number _____ Clinical Experience Dates _____

Signatures

I have reviewed information contained in this physical therapist assistant student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements for clinical instructor qualifications. I understand that my personal information will not be available to students in the academic program files.

_____ _____

Student Name (Provide signature) Date

_____ _____

Primary Clinical Instructor Name (Print name) Date

_____

Primary Clinical Instructor Name (Provide signature)

Entry-level PT/PTA degree earned_____
Highest degree earned_____ Degree area_____
Years experience as a CI _____
Years experience as a clinician _____
Areas of expertise _____
Clinical Certification, specify area _____
APTA Credentialed CI ☐ Yes ☐ No
Other CI Credential _____State ☐ Yes ☐ No

Professional organization memberships ☐ APTA ☐ Other _____

_____ _____

Additional Clinical Instructor Name (Print name) Date

_____

Additional Clinical Instructor Name (Provide signature)

Entry-level PT/PTA degree earned_____
Highest degree earned_____ Degree area_____
Years experience as a CI _____
Years experience as a clinician _____

Areas of expertise _____
Clinical Certification, specify area _____
APTA Credentialed CI ☐Yes ☐ No
Other CI Credential _____State ☐ Yes ☐ No
Professional organization memberships ☐ APTA ☐ Other _____

SECTION 1: PTA STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences provided at this clinical facility.

1. Name of Clinical Education Site _____

   Address_____ City _____ State _____

2. Clinical Experience Number _____

3. Specify the number of weeks for each applicable clinical experience/rotation.

_____Acute Care/Inpatient Hospital Facility _____Private Practice
_____Ambulatory Care/Outpatient _____Rehabilitation/Sub-acute Rehabilitation
_____ECF/Nursing Home/SNF _____School/Preschool Program
_____Federal/State/County Health _____Wellness/Prevention/Fitness Program _____Industrial/Occupational Health Facility _____Other _____

Orientation

4. Did you receive information from the clinical facility prior to your arrival? ☐ Yes ☐ No

5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? ☐ Yes ☐ No

6. What else could have been provided during the orientation? _____

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:
1= Never 2 = Rarely 3 = Occasionally 4 = Often

7. During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal	0	0-12 years	0	Critical care, ICU, Acute	0
Neuromuscular	0	13-21 years	0	SNF/ECF/Sub-acute	0
Cardiopulmonary	0	22-65 years	0	Rehabilitation	0
Integumentary	0	over 65 years	0	Ambulatory/Outpatient	0
Other (GI, GU, Renal, Metabolic, Endocrine)	0			Home Health/Hospice	0
				Wellness/Fitness/Industry	0

8. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale. List the five (5) most common interventions that you provided to patients/clients during this clinical experience.

Components Of Care	Rating	Five Most Common Interventions
Data Collection	0	1. _____
Implementation of Established Plan of Care	0	2. _____
Selected Interventions	0	3. _____
• Coordination, communication, documentation	0	4. _____
• Patient/client related instruction	0	5. _____
• Direct Interventions	0	

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to your work and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

Environment	Rating
Providing a helpful and supportive attitude for your role as a PTA student.	0
Providing effective role models for problem solving, communication, and teamwork.	0
Demonstrating high morale and harmonious working relationships.	0
Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).	0
Being sensitive to individual differences (ie, race, age, ethnicity, etc).	0
Using evidence to support clinical practice.	0
Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).	0
Being involved in district, state, regional, and/or national professional activities.	0

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for your work and growth? _____

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):

☐ Physical therapist students
☐ Physical therapist assistant students
☐ Students from other disciplines or service departments (Please specify _____)

12. Identify the ratio of students to CIs for your clinical experience:

☐ 1 student to 1 CI
☐ 1 student to greater than 1 CI
☐ 1 CI to greater than1 student; Describe _____

13. How did the clinical supervision ratio in Question #12 influence your learning experience?
_____

14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)

- ☐ Attended in-services/educational programs
- ☐ Presented an in-service
- ☐ Attended special clinics
- ☐ Attended team meetings/conferences/grand rounds
- ☐ Observed surgery
- ☐ Participated in administrative and business management
- ☐ Participated in providing patient/client interventions collaboratively with other disciplines
  (please specify disciplines)_____
- ☐ Participated in service learning
- ☐ Performed systematic data collection as part of an investigative study
- ☐ Used physical therapy aides and other support personnel
- ☐ Other; Please specify _____

15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc.

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)

☐ Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.

☐ Time well spent; would recommend this clinical education site to another student.

☐ Some good learning experiences; student program needs further development.

☐ Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist assistant student should have to function successfully at this clinical education site?_____

18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist assistant academic preparation, describe those subject areas not addressed. _____

19. What suggestions would you offer to future physical therapist assistant students to improve this clinical education experience? _____

20. What do you believe were the strengths of your physical therapist assistant academic preparation and/or coursework for *this clinical experience*? _____

21. What curricular suggestions do you have that would have prepared you better for *this clinical experience?* _____

SECTION 2: PTA STUDENT ASSESSMENT OF THE CLINICAL INSTRUCTOR

Information found in Section 2 is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in this section is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

1=*Strongly Disagree* 2=*Disagree* 3=*Neutral* 4=*Agree* 5=*Strongly Agree*

Provision of Clinical Instruction	Midterm	Final
The clinical instructor (CI) was familiar with the academic program's objectives and expectations for this experience.	0	0
The clinical education site had written objectives for this learning experience.	0	0
The clinical education site's objectives for this learning experience were clearly communicated.	0	0
There was an opportunity for student input into the objectives for this learning experience.	0	0
The CI provided constructive feedback on student performance.	0	0
The CI provided timely feedback on student performance.	0	0
The CI demonstrated skill in active listening.	0	0
The CI provided clear and concise communication.	0	0
The CI communicated in an open and non-threatening manner.	0	0
The CI taught in an interactive manner that encouraged problem solving.	0	0
There was a clear understanding to whom you were directly responsible and accountable.	0	0
The supervising CI was accessible when needed.	0	0
The CI clearly explained your student responsibilities.	0	0
The CI provided responsibilities that were within your scope of knowledge and skills.	0	0
The CI facilitated patient-therapist and therapist-student relationships.	0	0
Time was available with the CI to discuss patient/client interventions.	0	0
The CI served as a positive role model in physical therapy practice.	0	0
The CI skillfully used the clinical environment for planned and unplanned learning experiences.	0	0
The CI integrated knowledge of various learning styles into student clinical teaching.	0	0
The CI made the formal evaluation process constructive.	0	0
The CI encouraged the student to self-assess.	0	0

23. Was your CI'(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation ☐ Yes ☐ No Final Evaluation ☐ Yes ☐ No

24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation _____

Final Evaluation _____

25. What did your CI(s) do well to contribute to your learning?

Midterm Comments _____

Final Comments _____

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?

Midterm Comments _____

Final Comments _____

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.