INDIAN RIVER STATE COLLEGE
Physical Therapist Assistant Program

PHT 1801 Clinical Practice I

Faculty: Ashley Kennedy, PT, DPT
Academic Coordinator of Clinical Education
772-462-7771
akennedy@irscc.edu

Office Hours: By Appointment

Hours: 16 hours per week for 6 weeks (96 hours)

Location: Affiliated clinical facility located in either Brevard, Indian River, Okeechobee, St. Lucie, Martin or Palm Beach Counties, FL

Credits: 2 credits

Prerequisites: PHT1121, 1121L, PHT1213, 1213L, PHT1020, 1020L, PHT1132, 1132L, PHT1080, 1080L

Co-Requisite: PHT2081, 2081L

Course Description: This course comprises the first assignment in clinical education. Each student is assigned to a clinical facility and performs various physical therapy modalities and basic exercises under the close supervision of a physical therapist and/or physical therapist assistant. Scheduled class meetings and online chats are included to discuss course assignments and requirements with additional discussions on interventions, communication, resource management, career development and core values. A clinical notebook/portfolio to record experiences, activities, data collection, and various forms of clinical documentation will be maintained.

Teaching Methods: Learning opportunities are presented using diverse methodologies that include: experiential learning, discussion, and community integration.

Recommended Texts: Textbooks that are required for all prerequisites and co-requisites.

Grading: The final grade for PTH 1801 is SATISFACTORY/UNSATISFACTORY. A minimal competency level must be achieved on each required activity in order to attain a satisfactory grade for the course. Failure to complete a requirement on schedule or as assigned may result in an unsatisfactory grade and withdrawal from the program.

Course Requirements: The student will demonstrate competence by completing the following requirements:

1. The APTA web-based Clinical Performance Instrument (CPI) will be used to evaluate student competence at the beginning skill level. The Clinical Instructor (CI) will complete the evaluation at the end of the clinical experience. Completion of the CPI at mid-point in the experience is optional due to the shorter length of this practicum. However, each student will use the CPI to complete a self-assessment of clinical performance to share with the CI at mid-term and final clinical conferences.
2. A student who receives one or more red flags on the final CPI will be given an unsatisfactory grade and will be withdrawn from the program.

4. The student will be responsible for a written research article analysis for presentation to the assigned facility with a copy included in the student notebook/portfolio for submission to the ACCE at the end of the clinical course.

5. Student will maintain a clinical notebook consisting of specific items outlined in detail in the assignments section of the syllabus.

6. All students will use the CPI to complete an evaluation of the clinical facility that will be shared with the facility after completion of the experience.

7. All students will participate in scheduled classes, individual clinical conferences, and/or online chats as scheduled by the ACCE and/or the CI.

Performance Expectations:

1.0 Interventions

1.1 Reviews the plan of care (POC) established by the PT prior to initiating patient/client intervention

1.1.1 Reviews POC and current patient/client status with PT

1.1.2 Reviews pertinent indications, contraindications, precautions & safety considerations for interventions

1.1.3 Applies knowledge from the literature to understand the plan of care

1.1.4 Relates implementation of interventions to goals established in POC

1.1.5 Describes desired responses to interventions

1.2 Provides safe interventions as directed in the POC and supervised by the PT

1.2.1 Performs interventions only under the direction & supervision of a PT

1.2.2 Complies with appropriate jurisdictional law, practice guidelines, codes of ethics, & facility policies

1.2.3 Utilizes risk management strategies & safety procedures in the provision of interventions

1.3 Provides effective instruction to patient/client (P/C) & others to achieve the goals & outcomes described in the POC.

1.3.1 Instructs P/C & others regarding specific interventions, functional skills & expected outcomes

1.4 Collects data to quantify P/C response to interventions as directed & supervised by PT

1.4.1 Collects data and related information to quantify P/C within POC

1.4.2

1.4.3 Documents & communicates the results of data collection to the PT

1.4.4 Data Collection Methods

- Demonstrates competence in the following data collection methods:
  - Anthropometric Characteristics
  - Arousal, Attention & Cognition
  - Body Mechanics
  - Gait, Locomotion, Balance
  - Muscle Performance
  - Pain & Vital Signs
  - Posture
  - Range of Motion
  - Sensory responses

1.5 Progresses the patient/client interventions through the POC

1.5.1 Performs an organized & ongoing review of the patient record to identify pertinent information

1.5.2 Observes & identifies change in P/C status performance

1.6 Completes documentation that follows professional guidelines, health care system, and setting PT policies

1.6.1 Documents relevant information regarding the interventions & corresponding data collection

1.6.2 Provides accurate, concise, legible documentation of all P/C care
Learning Objectives:

1. The student will demonstrate beginning level competence in performing basic interventions on patients/clients under direct supervision of the physical therapist or physical therapist assistant.

2. The student will demonstrate knowledge of and properly perform functional training and activities of daily living including:
   - Assistive adaptive devices
   - The student
   - Body mechanics
   - Gait and locomotion training
   - Wheelchair management skills
   - Demonstrate knowledge of and properly perform infection control techniques including:
     - Contact precautions
     - Isolation precautions
     - Sterile technique

3. The student will demonstrate knowledge of the use of and properly apply manual therapy, physical and
4. The student will demonstrate knowledge of the use of and properly perform basic therapeutic exercise including:
   - Aerobic conditioning
   - Balance and coordination exercises
   - Postural awareness training
   - Range of motion exercises
   - Stretching exercises
   - Strengthening exercises
   - Conditioning and reconditioning exercises

5. The student will demonstrate knowledge of the prevention of integumentary injury and basic wound management techniques including:
   - Application and removal of dressing or agents
   - Identification of precautions for dressing removal
   - Identification of modifiable factors that increase the risk for pressure ulcer development
   - Positioning to redistribute pressure

6. The student will demonstrate beginning level competence in performing data collection activities under the direct supervision of the physical therapist or physical therapist assistant including:
   - Aerobic capacity and endurance
     - Standard vital signs
     - Responses to positional changes and activities
   - Anthropomorphic characteristics (height, weight, length, girth)
   - Arousal, mentation, and/or cognition
     - Changes in magnitude and direction of patient states
   - Devices
     - Ability to care for the device (patient & caregiver)
     - Changes in skin condition while using the device
     - Safety factors while using the device
   - Gait, locomotion and balance
     - Safety, status and progression of patients while engaged in gait, locomotion, balance, wheelchair management, and mobility
   - Integumentary integrity
     - Absent or altered sensation
     - Normal and abnormal integumentary changes
     - Activities, positioning and postures that aggravate or relieve pain or altered sensations, or that can produce skin trauma
     - Viable vs nonviable tissue
   - Joint integrity and mobility
     - Normal and abnormal joint motion
     - Muscle strength (manual muscle testing)
     - Presence or absence of muscle mass
     - Normal and abnormal muscle length
Indian River State College - Health Sciences

- Pain
  - Standardized questionnaires, graphs, behavioral scales or visual analog scales for pain
  - Activities, positioning and postures that aggravate or relieve pain or altered sensations
- Posture
  - Alignment of trunk and extremities at rest and during activities
- Range of motion
  - Functional range of motion
  - Range of motion using a goniometer
- Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- Recognizes when the intervention should not be provided due to changes in the patient’s status and reports this to the supervising physical therapist
- Reports any changes in the patient’s status to the supervising physical therapist
- Recognizes when the direction to perform an intervention is beyond the scope of a physical therapist assistant and initiate clarification with the physical therapist

7. The student demonstrate an understanding of various body systems and the normal responses to interventions by observing responses, recognizing abnormal responses, monitoring changes, measuring various features/components of the body or body system and taking action to modify activities as needed.

8. The student will participate in educating patients and caregivers as directed by the supervising physical therapist:
   - Purpose of the intervention and mechanism of action
   - What to expect from the intervention
   - Home instructions

9. The student will develop the following professional behaviors through ongoing self-appraisal, formal and informal feedback from the clinical instructor, clinical assignments, class discussions, and formal evaluation processes:
   - Commitment to learning
   - Communication and interpersonal skills
   - Cultural and health literacy awareness
   - Effective use of time and resources
   - Use of constructive feedback
   - Problem solving
   - Professionalism
   - Critical thinking
   - Stress management

10. The student will list a variety of clinical problems/issues related to the delivery of interventions to and the effectiveness of communication with specific populations you have encountered in your clinical education experience.

11. Demonstrate skill in accessing peer-reviewed physical therapy literature on-line.

12. Describe an effective search strategy to find an article on-line for review.

13. Effectively use the PICO model to find the answer to a clinical question of their choice.

Course Policies

The following policies reflect mutual expectations for faculty and students who participate in this course. Both parties should adhere to these policies and create a positive atmosphere for learning.
Indian River State College - Health Sciences

1. **Attend all classroom and lab sessions at the scheduled times.** Students who are unable to attend class due to illness, injury, or other emergency situations are expected to notify Dr. Ashley Kennedy (772-462-7771) as soon as possible. Any classes that must be cancelled due to inclement weather or other unplanned events will be rescheduled at the instructor's discretion, and with consideration of the students' schedule. If students agree, students will be notified of unplanned class cancellations via a "phone chain" established in class. Repeated absences or tardiness is disruptive to the class and will not be tolerated. (Please refer to attendance policy in the student handbook.)

2. **Be prepared for class.** Students are expected to complete reading and other assignments on time (prior to class meeting). The course instructor reserves the right to exclude any unprepared student from class if necessary. Faculty should provide students with appropriate learning objectives and class schedule at the onset of the course and notify students promptly of any changes.

3. **Demonstrate professional conduct in the classroom.** Students and faculty are expected to display ethical and personal behaviors compatible with the physical therapy profession. Sensitivity to both individual needs as well as those of the class as a whole must be valued. Students must turn off cell phones and pagers during class, except with special permission of the course coordinator. Faculty and students are encouraged to work collaboratively and be allowed the opportunity to enjoy their learning activities.

4. **Maintain a clean and safe learning environment.** Smoking, tobacco use, and eating are not permitted in the classroom. Smoking, tobacco use, eating, and drinking are not permitted in the lab. Faculty and students are expected to return all lab equipment and/or supplies to the appropriate storage area and discard any wasted materials at the end of every class session. Students may only use lab equipment that they have already been instructed to use, and are asked to promptly report any malfunctions or damages to the course instructor. Students may not remove equipment from the lab without the instructor's permission.

5. **Recognize learning problems and seek/provide tutorial assistance as needed.** Faculty are expected to provide students with timely feedback on their course performance. Students are expected to recognize when they are experiencing academic difficulties and ask the course instructor or their advisor for help. Faculty will be available upon request to consult with individual students at a mutually convenient time. Appointments can be scheduled directly with the faculty member, Dr. Ashley Kennedy (772-462-7771).

6. **Enhance the opportunity for individual efforts on assignments and examinations.** Both faculty and students have obligations in the learning environment to create an opportunity for learning and scholarship. The instructor reserves the right to encourage individual efforts during exams by using multiple forms of the same exam, requesting that all books, papers and personal items be left at the front of the room, controlling seating arrangement and assignment, providing instructions to students about the procedure for asking questions during the exam, and/or restricting movement in and out of the classroom.

**STUDENTS WITH DISABILITIES POLICY:**

Indian River State College is committed to providing an environment that ensures that no individual is discriminated against on the basis of her/his disability. Students with disabilities, as defined under the Americans with Disabilities Act of 1990 (ADA), and who need special academic accommodations, should notify the Student Disability Services as soon as possible at 772-462-7782 or 772-462-7808 via email: irscdisabilityservice@irsc.edu. Student Disability Services will work with the student and the course instructor to coordinate and monitor the provision of reasonable academic accommodations.

**IRSC NON-DISCRIMINATION-NON-HARRASSMENT TITLE IX POLICY STATEMENT:**
http://www.irsc.edu/uploadedFiles/AboutIRSC/Non-Discrimination-Title-IX-Policy.pdf
Indian River State College- Health Sciences

IRSC College students pledge to maintain the Honor Code, which states in part: "Honor is that principle by which we at Indian River State College form our code of living, working and studying together. The standards of honor at Indian River State College require that all students act with intellectual independence, personal integrity, honesty in all relationships and consideration for the rights and well being of others."

For details on academic standards, academic dishonesty, academic regulations, and advisement services, please refer to either the IRSC Health Sciences Student Handbook:
http://www.irsc.edu/uploadedFiles/Programs/HealthScience/Health-Science-Handbook.pdf

or the IRSC Physical Therapist Assistant Student Handbook:
http://www.irsc.edu/uploadedFiles/Programs/HealthScience/PhysicalTherapistAssistant/PTA-Student-Handbook.pdf

Course Schedule:

- Two days per week for six weeks. The schedule and procedures of this course are subject to change in the event of extenuating circumstances.
- Dates for Notebook review by ACCE
- Dates for CPI self-evaluation
- Date for evaluation of Clinical Facility and CI

Course Assignments:

I. CLINICAL NOTEBOOK/PORTFOLIO

The student will develop and maintain a Clinical Notebook for periodic review by the clinical instructor and evaluation by the ACCE comprised of the following:

A. CLINICAL INSTRUCTOR FORMS: COPIES OF ORIGINAL FORMS TO BE GIVEN TO CI

1. Student Data Form
2. Informed Consent/Waiver of Liability
3. Attestation of CPR, Health Insurance, Medical Clearance & Background Checks
4. Suggested Items for Review with Student

B. STUDENT FORMS: STUDENT COMPLETES, CI AND/OR ACCE REVIEWS & SIGNS

<table>
<thead>
<tr>
<th>FORMS TO BE COMPLETED &amp; RETAINED IN NOTEBOOK</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clinical Education Time Sheet</td>
<td>Daily</td>
</tr>
<tr>
<td>2. Self-Appraisal &amp; Feedback Form</td>
<td>Weekly</td>
</tr>
<tr>
<td>3. Patient Case: Problem List, Possible Treatments for POC &amp; Short Term Goals</td>
<td>Weekly</td>
</tr>
<tr>
<td>4. Clinical Performance Summary</td>
<td>Daily</td>
</tr>
<tr>
<td>5. Record of Case Mix &amp; Demographics</td>
<td>Daily</td>
</tr>
<tr>
<td>6. Optional Experience Form</td>
<td>At time of activity</td>
</tr>
<tr>
<td>7. Self-Assessment of Professional Behaviors</td>
<td>First &amp; last day</td>
</tr>
<tr>
<td>8. Copy of Written Research Article Analysis</td>
<td></td>
</tr>
</tbody>
</table>
# GRADING FOR NOTEBOOK

<table>
<thead>
<tr>
<th></th>
<th>(60%)</th>
<th>(70%)</th>
<th>(80%)</th>
<th>(90%)</th>
<th>(100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CI Content (items)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Complete Student Content (items)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Correct completion of all required forms data, signatures, dates</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Neatness and legibility of forms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organization of the notebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*The above 12345 scale is based on:

1. Totally unacceptable, significant work is missing
2. Unacceptable, need considerable work
3. Acceptable, minimum
4. Above average, good material
5. Excellent, thorough, well presented

The student must receive an average of 3.0 points for the Clinical Notebook assignment. This is considered a minimally acceptable/passing score. Failure to pass may result in failure of the clinical experience as this assignment is a required component.

Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ACCE Signature ___________________________ Date ___________
II. EVALUATIONS

The student will use the on-line version of the APTA Clinical Performance Instrument to complete the following evaluations at the specified times:

Self-evaluation of performance: Mid-term and Final (last day of clinical education)
Self-evaluation of clinical experience and CI: Final (last day of clinical education)

III. RESEARCH ARTICLE REVIEW

Background

The student will perform a critical analysis of one (1) research article during Clinical Education I. The type of research article is limited to the four types listed below in the searching instructions section. It cannot be a systematic review, meta-analysis, animal study, or in vitro/laboratory study for this assignment. Students will select one (1) peer-reviewed research study that attempts to answer a clinical question for a specific population. The population and the question are at the discretion of the student. However, the type of question will be limited to specific knowledge questions that affect clinical decisions, including a broad range of biologic, psychological, and sociological questions. These questions generally require a search of the primary medical/rehabilitation/health literature and are best suited to the use of what is known as the PICO method. The PICO format helps to define a clinical question in terms of a specific population of interest and aids the searcher in finding clinically relevant evidence in the literature.

Please review the information on the PICO model found at this link [Link]

In the study you choose to analyze, the researcher has already defined a specific question and has chosen a research method to answer the question. You will be deconstructing the research study to identify the key elements of the PICO model as well as other features.

Instructions

Finding the best article to answer your question

Identify the article that will help to answer your question by first defining the “P” in the PICO model. Focus on a specific patient, problem, or population that you are interested in learning about. Try to relate to a population you are working with in the clinic. A population can be defined by the characteristics of the people in the group; e.g., people from a diagnostic group, with a type of disability, of a certain age, gender, culture, or race; people taking a certain medication, people who have undergone a type of surgical intervention, or received a specific physical therapy intervention. You can also select your “P” from groups of people with other technological, sociological, psychological and/or biological characteristics.

For example: Focus on a common impairment or morbidity; e.g., lateral epicondylitis, knee osteoarthritis, rotator cuff tear, etc. First, answer any background questions you may have by reading more about the topic (possible sources include textbooks, advice from your clinical instructor, various guidelines, etc.) Remember, if there are many options for treatment, it may indicate a lack of evidence for a standard treatment and there may be a number of reasons why there is a lack of evidence.

Start searching for your article. You must find your research article online. Start searching databases using key words that describe the problem or treatment and add search filters to limit your search to articles published within the last 10 years. While you are searching, record the keywords you have used to find your
article, the names of all of the databases searched, and the articles that you have rejected. Any one of the following websites or an alternate site (CIGNA Insurance or Medicare coverage policies) may also be used.


You can also search for a systematic review to use in helping you find a high quality study. Do not select a systematic review or meta-analysis to review. Just use them as tools to find a study. You can choose one of the studies listed in the reference section. This is known as a genealogical search strategy. Select one study from the following types only:

1. Randomized controlled trial
2. Cohort study
3. Case control study
4. Case series

**Analyzing the study:**

Once you have selected your study, you must read and analyze the study then write a report containing the following elements:

1. **Scope/Severity of the Problem:** a description of how big the problem is (number of persons who have this problem (get this from government data source or WHO) or how severe the problem is to your specific population (loss of function, stigma, inability to engage in normal social or occupational activities).
2. **Search Strategy:** a description of your search strategy, how you found the article including: a list of keywords, databases searched, how you filtered the data to define your population and find your article. Describe how you chose to trouble-shoot problems encountered in obtaining the article, and the process of elimination you used to select the article (including the inability to find a free full text article)
3. **Type of research question and restatement:** Describe the type of research question the author was asking from the list below and restate the question in your own words or vocabulary you would use in explaining it to another health care professional:
   - Prevention
   - Intervention/Therapy
   - Diagnosis
   - Etiology
   - Prognosis
4. **Study design and level of evidence:** identify the study design/type (from 4 listed above) and its level of evidence. What factors contribute to this ranking/level?
5. **Problem, Population, or Patient (the P in PICO):** How would you describe a group of patients similar to yours? Does this description match the population in the study? In what ways are they similar? In what ways are they different? Is the difference important to the interpretation of the results?
6. **Intervention (the I in PICO):** What main intervention are you considering? Does this match the intervention in the study you selected?
7. **Comparison (the C in PICO):** What is the main alternative you would choose to compare with the intervention? What does this study use as a comparison? If the study comparison is different from the one you would choose, does the study justify its choice? Is this difference important in the interpretation of the results?
8. **Outcome (the O in PICO):** What can you hope to accomplish, measure, improve or affect in researching this issue? What is the main outcome of this study?
9. **Discussion and Conclusions:** write a brief summary of the discussion and conclusions sections of the article.
10. **Interpretation:** Did you find this study to be helpful in your clinical decision-making?
Indian River State College - Health Sciences

Reporting Format

Submit both a hard and electronic copy (pdf) of the research article along with your written report. Please use the following format:

- Title page: The clinical problem of interest is the title, followed by your name, the specific Clinical Education experience, and the date
- Type the body of the report using a minimum of 11 font in Times New Roman, with line spacing 1.5 to 2.0.
- Use a free-standing side head for each of the 10 elements in the report.
- Do not exceed 15 pages typed as specified with spelling and grammar checks completed.
- Do not include any graphs, photographs, illustrations or figures unless they are not included in the original article (sometimes you can only get the text portion of the article for free).
- Submit your report as a Word Document by 5PM on the due date to akennedy@irsc.edu.
- Place a hard copy of the report in your Clinical Notebook after your presentation at your clinical facility.

Grading for Research Article Analysis & Report

<table>
<thead>
<tr>
<th></th>
<th>(60%)</th>
<th>(70%)</th>
<th>(80%)</th>
<th>(90%)</th>
<th>(100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed formatting instructions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Spelling &amp; grammar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Description of search strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Correct design &amp; level of evidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Concise overview with all elements included</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*The above 12345 scale is based on:

1  Totally unacceptable, significant work is missing
2  Unacceptable, needs considerable work
3  Acceptable, minimum
4  Above average, good material
5  Excellent, thorough, well presented

The student must receive an average of 3.0 points for this Article Review assignment. This is considered a minimally acceptable/passing score. Failure to pass may result in failure of the clinical experience as this assignment is a required component.

Comments:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

ACCE Signature _____________________________ Date ___________