ININDIAN RIVER STATE COLLEGE
Physical Therapist Assistant Program

PHT 2810 Clinical Practice I

Faculty: Wendy Smith, PT, DPT, OCS, CLT-LANA
Academic Coordinator of Clinical Education
772-462-7772
wsmith@irsc.edu

Office Hours: By Appointment

Hours: 40 hours per week for 7 weeks (35 days; 280 hours)

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

Credits: 5 credits

Prerequisites: PHT1121, 1121L, PHT1213, 1213L, PHT1020, 1020L, PHT1132, 1132L, PHT1080, 1080L, PHT 2210, 2210L, PHT 2255, 2255L

Course Description: This course constitutes the first clinical education experience for the student physical therapist assistant. Each student is assigned to a clinical facility and performs various physical therapy interventions under the direct supervision of a physical therapist and/or physical therapist assistant under the general supervision of a physical therapist. Expected performance is at the intermediate level of competence. Students must continue to maintain a clinical notebook containing required forms as well as records of daily, weekly and optional experiences.

Teaching Methods: Learning opportunities are presented using diverse methodologies that include: experiential learning, discussion, inquiry-based small group work, learning by teaching, collaborative problem-based learning and community integration.

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

Grading: The final grade for PHT 2810 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 midterm and final of the clinical experience. 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. A student who receives one or more red flags on the final CPI will be given an unsatisfactory grade and will be withdrawn from the program.
2. The student will be responsible for preparing a written case study (based on one of the patients/clients encountered during this clinical experience). This case study will be presented to the assigned facility and a copy will be inserted in the student notebook/portfolio for submission to the ACCE at the end of the clinical course.

3. The student will develop a foreground clinical question and complete a PICO search strategy to produce the evidence needed to answer the question. This will be done in small groups assigned by the ACCE.

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

5. All students will use the PTA Assessment of Clinical Experience to complete an evaluation of the clinical facility and CI that will be shared with the facility after completion of the experience.

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

Course Policies

The following policies reflect student expectations for clinical education. Students are responsible for transportation to and from the clinical site to which they are assigned. Students are not allowed to ride with a clinical instructor to another clinical site. Attendance for clinical education is mandatory.

1. Attendance and on site supervision is mandatory. Students who are unable to attend clinic due to an acute illness, injury, or other emergency situations are expected to notify Dr. Wendy Smith (772-462-7772) as soon as possible. If you expect to be absent from the clinical facility on any given day, inform the facility and clinical instructor of the upcoming absence as soon as possible for approval. Making up clinical absences is at the discretion of your CI. Second, you must inform the ACCE of your absence via email with explanation and include make-up date (approved by clinical instructor). Absences must be made up prior to the end of the clinical experience. In the event that your CI is absent from the clinical facility on any given clinical day and alternate arrangements have not been made, you must return home and inform the ACCE by email. You cannot remain on-site without proper supervision. Due to potential need for emergency treatment at the IRSC Health & Wellness Center, you will not report to clinical when IRSC is officially closed (i.e. holidays, hurricane, etc.).

2. Preparation and tardiness. Students are expected to complete any CI suggested readings and other assignments on time (prior to arrival to next clinical day). If you anticipate being tardy, the CI must be notified at the clinical site by telephone. If you do appear late, report directly to CI and explain the reason for the tardiness and receives instruction for the day’s activities/schedule. You must adhere to the weekly and hourly time schedule of your clinical instructor. Repeated tardiness will require communication from the CI to the ACCE via email at wsmith@irsc.edu or telephone at 772-462-7772.

3. Demonstrate professional conduct and patient/client confidentiality. Students are expected to display ethical and personal behaviors compatible with the physical therapy profession. Students must turn off cell phones and pagers during clinic, except with special permission made by the clinical instructor. All hospital and patient/client records are confidential in nature. You are required to maintain patient confidentiality and demonstrate professional behavior as outlined in IRSC PTA Student Handbook.

4. Clinical uniforms and clinical hours. A professional appearance is essential while enrolled in the PTA program. IRSCs PTA Program’s polo shirt (tucked in) with khaki pants or business casual attire are considered uniform dress for outpatient clinical sites. Scrubs may be worn with permission of CI and facility at the following clinical sites: acute care, acute rehab, skilled nursing facilities, and transitional.
Indian River State College- Health Sciences

care units. Appropriate footwear is required at all times. A name badge imprinted with the student’s name and IRSC must be worn at all times above waist on the right side. You are not permitted to accrue/bank clinical hours. The total number of hours of any clinical experiences reflects a minimum weekly obligation and not a cumulative total. Clinical instructors may request that you attend beyond your assigned clinical hours for special events or experiences. Alterations in the clinical attendance schedule are at the discretion of the CI with secondary approval of the ACCE.

5. **Informed Consent.** Neither Indian River State College nor any of its clinical sites assumes liability if a student is injured on campus or during a clinical assignment unless the injury is a direct result of negligence. Each student must complete the IRSC Informed Consent and Waiver of Liability prior to participation in your clinical experiences.

6. **Accident-Incident Protocol and Post Exposure Protocol.** All accidents occurring while on clinical assignment that result in injury to a patient, hospital personnel, or personal injury must be reported. In addition, any damage to equipment must also be reported. All incidents must be reported immediately to the ACCE using the following process:

1. The Clinical Instructor is responsible to inform the ACCE of the incident along with the action taken (Refer to written IRSC POST EXPOSURE PROTOCOL as follows for appropriate post-exposure off campus).
2. The student will then be released from clinical practice, return to campus and report the incident to the ACCE, and receive the college’s Accident–Incident Report (The Florida Community College Risk Management Consortium Accident-Incident Report).
3. The ACCE will call the Health and Wellness Center, Main IRSC Campus, and inform the Health and Wellness Coordinator of this incident, and the arrival of the student.
4. The student will be seen by the Health and Wellness Coordinator following the incident for appropriate action.
5. Following submission and completion of the Accident-Incident Report to the ACCE with the appropriate Clinical Instructor’s signature the student will return to the clinical experience.

**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*

*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:

- Five days per week for 7 weeks, total of 35 days (excluding college holidays). The schedule and procedures of this course are subject to change in the event of extenuating circumstances.
- Dates for Notebook review by ACCE on or before
- Dates for online CPI self-evaluation & Ci CPI at midterm and final:
- Date for electronic copy of written case report:
- Date for submission of all PICO search material and completed checklists to determine the quality of the studies for use in answering the clinical question:
- Date for PTA assessment of Clinical Facility and Ci and Clinical Education Time Sheet:

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. Record of Case Mix &amp; Demographics</td>
<td>Daily</td>
</tr>
<tr>
<td>3. Self-Appraisal &amp; Feedback Form</td>
<td>Optional - Weekly</td>
</tr>
<tr>
<td>4. Weekly Case Planning Form</td>
<td>Weekly</td>
</tr>
<tr>
<td>5. Optional Experience Form</td>
<td>At time of activity</td>
</tr>
<tr>
<td>6. Self-Assessment of Professional Behaviors</td>
<td>First &amp; last day</td>
</tr>
<tr>
<td>7. Electronic Copy of Written Case Study</td>
<td></td>
</tr>
<tr>
<td>8. PTA Assessment of Clinical Experience and Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>9. Signature Page</td>
<td></td>
</tr>
</tbody>
</table>

II. EVALUATIONS - Clinical Performance Instrument (CPI)

The student and the Clinical Instructor (CI) will use the on-line version of the APTA CPI to complete both midterm and final evaluations. It is encouraged that each student shares their self-evaluation CPI with CI at mid-term and final clinical conferences.
III. WRITTEN CASE STUDY/REPORT

Each student will select a patient/client/subject from the population observed/treated and write a case report on that subject. Student must obtain consent from patient and exclude patient identification information from written report to protect patient’s privacy. This report will be presented to the staff at the clinical facility and an electronic copy provided to the ACCE.

The following components must be included in the case report:

**Case Study Guidelines**

- **Introduction/Background**: This introduces the topic of the case and why it is important. Cite appropriate literature that is relevant to the case. A CLEAR purpose statement must be included. Example of purpose statement: “The purpose of this case study is to describe the functional improvement in a patient with complications due to West Nile Virus, following an intervention that consisted of a combination of 5 weeks of aquatic and land-based physical therapy.”

- **Case Description**: This includes information about the subject/patient. This will include the findings of the P.T. evaluation, information about the cause of the symptoms, pathology (information about the disease process), the P.T. plan of care/planned interventions. Example: “The patient is a 72 year old man with a diagnosis of West Nile Virus. The patient gave informed consent for this case study...from there you can list info about the pathology...Example: “West Nile Virus can cause neurological complications including flaccid paralysis, similar to findings in poliomyelitis”. Then you can list specific findings like strength and ROM, balance, etc. that was found on the PT evaluation, as well as plan of care. Example: “The patient exhibited bilateral LE weakness, and gait deviations including hip hiking of the left LE in the swing phase to clear the foot”...etc.

- **Intervention**: General description of intervention. Example: “The land-based portion included mat activities that focused on trunk strengthening to aid in transfers and bed mobility. The aquatic exercise consisted of deep water non-weight bearing exercise to work on dynamic trunk control”. You will make an appendix that will have more specific things like what exercises, how many, etc.

- **Outcomes**: This describes the status of the patient after the intervention. You should include whether or not goals were met, Example “the patient gained ½ grade in strength of the hip extensors, and increased gait distance to 100 feet, where it had previously been 10 feet at the time of the evaluation”.

- **Discussion**: This section should reflect on possible outcomes. Example: “If the patient had only received land-based therapy, many of the strengthening exercises probably would have been done lying on a mat, due to marked weakness. This would have given less opportunity for weight bearing and upright activities”.

- **References**: Cite all references in your case study used to support the management. Example:
IV. GROUP ASSIGNMENT - Developing a foreground question & a review of the literature

Background

The student will refer to the presentation on “Formulating the PICO Question”:
http://www.uic.edu/depts/lib/lhs/resources/guides/ebmonline/PICO_revised/PICO_revised.html

Review all of the PICO information from POP II:
http://researchguides.uic.edu/content.php?pid=232200&sid=1921075

Refer to general evidence-based practice information found at the site below to complete the PICO worksheet:
http://researchguides.uic.edu/print_content.php?pid=232200&sid=1921075&mode=g#top

Refer to additional resources on how to ask a clinical question:

Instructions

Your work group will formulate an answerable PICO clinical question for a specific population or an area of shared group interest. Use the PICO worksheet to assist you with defining the patient/problem, intervention, comparison group and outcome.

After your group submits part one of your PICO worksheet with your clinical question, the group will be instructed as to whether or not they may proceed will performing a literature search by the ACCE. If PICO worksheet is approved, your group will proceed with searching for and locating at least eight research articles online, specifically randomized controlled trials. 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.

Resources:

1. The Cochrane Collaboration: http://www.cochrane.org/
3. PEDro: Physiotherapy Evidence Database: http://www.pedro.org.au

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 as instructed in your library searching class. You can choose one (1) of the studies listed in the reference section.

After selecting eight articles, each member of the group will perform a critical analysis of each research article using the PEDro Scale to identify the quality of the article (see LEAP lecture & documents from POP II). Each group must submit data from each member’s checklist for each article into an excel spreadsheet.
PICO WORKSHEET

Names of Group Members: _________________________________________________________________

1. Define your question using PICO by identifying P (problem, patient, population), I (intervention), C (comparison group) and O (outcomes);

   Your question should be used to help establish your search strategy

   Patient(s)/Problem _________________________________________________________________

   Intervention _________________________________________________________________

   Comparison Group _________________________________________________________________

   Outcomes _________________________________________________________________

   Write out your question _________________________________________________________________

2. Type of question/problem: Circle one: Therapy/Prevention  Prognosis  Etiology

3. Type of study (Publication Type) to include in the search: Check all that apply

   - Meta-Analysis
   - Cohort Study
   - Editorials, Letters, Opinions
   - Systematic Review
   - Case Control Study
   - Animal Research
   - Randomized Controlled Trial
   - Case Series or Case Report
   - In Vitro/Laboratory

4. List main topics and alternate terms from your PICO question that can be used for your search:

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

5. List your inclusion criteria – gender, Age, year of publication, language, etc. List irrelevant terms that you may want to exclude in your search

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________


   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________


Learning Objectives: At the completion of this clinical education experience:

The student will be able to perform interventions on patients/clients under direct supervision of the physical therapist or physical therapist assistant with intermediate level competence. The student will:

1. Demonstrate knowledge of and properly perform functional training and activities of daily living which may include gait training, wheelchair and assistive device use, developmental activities.
2. Demonstrate knowledge of and properly perform infection control techniques including: Contact precautions, isolation precautions and sterile technique.
3. Demonstrate knowledge of the use of and properly apply manual therapy, physical and mechanical agents/modalities including: therapeutic massage, thermodynamic agents, compression therapy, traction, electromagnetic therapeutic agents
4. Demonstrate knowledge of the use of and properly perform therapeutic exercise including: Aerobic conditioning, balance and coordination exercises, postural awareness training, range of motion exercises, stretching exercises, conditioning exercises
5. 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

The student will perform data collection activities under the direct supervision of the physical therapist or physical therapist assistant demonstrating intermediate level competence. The student will:

6. 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 including: standard vital signs, responses to positional changes and activities
7. Demonstrate an understanding of anthropometric characteristics such as length, girth, range of motion goniometric measurements, arousal, mentation and/or cognition, sensation Testing
8. Demonstrate an understanding of joint integrity, mobility and neuromuscular control including:
   - Normal and abnormal joint motion, muscle strength testing, normal and abnormal muscle Length, changes in muscle tone
   - Neuromotor development, pain, posture, range of motion
9. Demonstrate an understanding of adjusting 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, and recognizes when an intervention is beyond the scope of a physical therapist assistant and initiates clarification with the physical therapist.
10. Demonstrate an understanding and be able to provide patient-related instruction to patients, family members, and caregivers to achieve outcomes based on the plan of care established by the physical therapist. The student will demonstrate the ability to educate patients and caregivers regarding the purpose of the intervention, its mechanism of action, what to expect from the intervention, and how to follow home instructions.

11. Demonstrate an understanding and be able to take appropriate action in an emergency situation.

12. Demonstrate an understanding and develop interpersonal skills needed to interact with other members of the health care team in patient-care and non-patient care activities.

13. Demonstrate ongoing self-appraisal, formal and informal feedback from the clinical instructor, clinical assignments, class discussions, and formal evaluation processes, the student will demonstrate:
   • Commitment to learning
   • Communication and interpersonal skills
   • Cultural and health literacy awareness
   • Effective use of time and resources
   • Use of constructive feedback
   • Problem solving skills
   • Professionalism
   • Critical thinking

14. Demonstrate collaborative skills in problem solving and developing a PICO foreground clinical question from selected topics as a member of a small group.
GRADING FOR NOTEBOOK

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CI Content (items)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Student Content (items)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct completion of all required forms data, signatures, dates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness and legibility of forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of the notebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 ___________
**GRADING FOR DEVELOPING A FOREGROUND QUESTION & REVIEW OF THE LITERATURE**

<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>Completed PICO worksheet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Formulated an answerable foreground question</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Developed a meaningful search strategy with inclusion/exclusion criteria</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Obtained full-text articles matching group's search criteria (2 min/student)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Each student completed a checklist for 8 articles selected by the group for review</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Data from each member's checklist for each article entered into an Xcel spreadsheet for statistical analysis</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 group must receive an average of 3.0 points for this 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 ___________
Grading for Written Case Study/Report

Case Study Grading Rubric

A. Components of Case Study: 5 Points
   • Introduction/Background
   • Case Description
   • Intervention
   • Outcomes Section
   • Discussion Section
   • References

B. Introduction: 10 points
   • States case purpose and why it is important
   • Cites appropriate literature to support the management of the case

C. Case Description: 20 points
   • Subject/Patient information
   • Information pertaining to pathology/diagnoses
   • Pertinent PT evaluation information
   • Interventions outlined

D. Intervention: 20 points
   • General description of intervention and detailed interventions
     Listed in appendix

E. Outcomes: 20 points
   • Describe objective and functional status of the patient
   • Discuss whether or not goals were met

F. Discussion: 20 points
   • Discuss why you think your interventions helped the patient improve, or if your patient does not improve, what possible causes might be the reason.

G. References: 5 points

Total=100 points

ACCE Signature _____________________________     Date ___________