Indian River State College - Health Sciences

INDIAN RIVER STATE COLLEGE
Physical Therapist Assistant Program

PHT 2810 Clinical Practice II

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

Office Hours: By Appointment

Hours: 24 hours per week for 12 weeks (288 hours)

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

Credits: 6 credits

Prerequisites: PHT1121, 1121L, PHT1213, 1213L, PHT1020, 1020L, PHT1132, 1132L, PHT1080, 1080L, PHT2081, 2081L, PHT1801

Co-Requisite: PHT2255, 2255L

Course Description: This course constitutes the second 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. Scheduled clinical conferences are included to review their assignments including 1) a small group systematic review of the literature and 2) a case study to be presented to the clinical facility staff. 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 PTH 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 end of the clinical experience. Completion of the CPI at mid-point in the experience is optional.
The performance expectations are outlined as follows:

1. **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
      1.1.6 Identifies when intervention, or components of intervention, are beyond the education, ability, experience, or scope of work of PTA
      1.1.7 Identifies when critically or complexity of the patient/client (P/C) condition is beyond the scope of work of the PTA
   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
      1.2.4 Identifies issues related to healthy lifestyles, wellness, and injury prevention in implementation of interventions within the POC
      1.2.5 Seeks assistance for safe implementation of interventions as needed
   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
      1.3.2 Instructs P/C & others in healthy lifestyles, wellness & injury prevention
      1.3.3 Adapts instruction to the needs of the learner
      1.3.4 Determines P/C achievement of learning (cognitive or psychomotor) & modifies teaching strategies accordingly
   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 Modifies data collection techniques based on the P/C response, individual considerations, and cultural issues
      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
  - Assistive & Adaptive Devices, Orthotics and Prosthetics
  - 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

- Performs an organized & ongoing review of the patient record to identify pertinent information
- Observes & identifies change in P/C status performance
- Describes P/C response/progress with expectations based on the POC
- Modifies the interventions in a manner that fosters the P/C progression within the POC & documents & reports those changes to the PT

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

- Documents relevant information regarding the interventions & corresponding data collection
- Provides accurate, concise, legible documentation of all P/C care
- Documents adjustment or withholding of intervention and communicates this to PT
- Documents according to jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies

1.7 Responds effectively to patient/client and environmental emergencies in the work setting

- Complies with work setting policies/procedures for emergencies
- Identifies that an emergency exists and takes action consistent with work facility policies/procedures
- Uses emergency management principles to protect & save P/C and others
- Provides emergency care including but not limited to CPR and basic first aid
- Reports an emergency to the PT in a timely manner

1.8 Interventions: performs interventions competently & safely at intermediate level

- Therapeutic exercise
- Functional training in self-care & home management
- Functional training in work, community and leisure integration or reintegration
- Manual therapy techniques
- Application and adjustment of devices/equipment
- Airway clearance techniques
- Integumentary repair & protection methods
- Electrotherapeutic agents
- Physical agents and mechanical modalities

2.0 Communication

- Expressively/receptively communicates in culturally competent manner with PT, patient/client, families, caregivers, other health care providers, students, interdisciplinary team members, administrators, payers and consumers.

- Communicates in a timely & confidential manner
- Listens to, clearly informs and educates the P/C using language the P/C understands
- Demonstrates ongoing, active communication with the PT & other health care practitioners & interdisciplinary team members
- Communicates with sensitivity; considers differences in race/ethnicity, religion, age, national origin, sexual orientation, and disability or health status
- Selects a method for communication that is effective in a particular situation, including with family, caregivers, and consumers
- Consults with PT to establish with whom and when to initiate interactions RE: health care services
- Uses IT such as word processing & presentation software, email, electronic records to improve clarity and efficiency of communication
- Assesses the effectiveness of self-communication and adapts communication accordingly
- Accurately communicates actions to others
Learning Objectives: At the completion of this clinical education experience:

1. 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:
   - Demonstrate knowledge of and properly perform functional training and activities of daily living including:
     - Assistive adaptive devices
     - Body mechanics
     - Gait and locomotion training
     - Wheelchair management skills
     - Developmental activities
   - Demonstrate knowledge of and properly perform infection control techniques including:
     - Contact precautions
     - Isolation precautions
     - Sterile technique
   - Demonstrate knowledge of the use of and properly apply manual therapy, physical and mechanical agents/modalities including:
     - Passive range of motion
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
- Strengthening exercises
- Conditioning and reconditioning exercises

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

2. 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:
   - 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:
     - 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
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- Normal and abnormal muscle length
- Changes in muscle tone

- Neuromotor Development
  - Gross motor milestones
  - Fine motor milestones
  - Righting and equilibrium reactions

- 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
  - Resting posture in various positions

- 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

3. As directed by the supervising physical therapist, the student will 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.

4. The student will be able to take appropriate action in an emergency situation.

5. The student will develop interpersonal skills needed to interact with other members of the health care team in patient-care and non-patient care activities such as:
   - Providing accurate and timely information for billing and reimbursement purposes
   - Describing aspects of organizational planning and operation of the physical therapy service
   - Participating in performance improvement activities (quality assurance)
   - Educating others about the role of the physical therapist assistant

6. Through ongoing self-appraisal, formal and informal feedback from the clinical instructor, clinical assignments, class discussions, and formal evaluation processes, the student will demonstrate:
   - 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

7. The student will be able to list a variety of clinical problems/issues related to the delivery of interventions to and the effectiveness of communication with specific populations encountered in the clinical education experience.
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8. The student will demonstrate collaborative skills in problem solving and developing a PICO foreground clinical question from selected topics as a member of a small group.

9. The students will demonstrate the skills acquired in Clinical Practice I to complete a PICO worksheet and search strategy to produce and compile the evidence needed to answer the formulated group foreground question.

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.

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

*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:**

- Three days per week for 12 weeks. The schedule and procedures of this course are subject to change in the event of extenuating circumstances.
- Dates for Notebook review by ACCE (10/15/14; 11/26/14)
- Dates for CPI self-evaluation (10/13/14; 11/24/14)
- Date for evaluation of Clinical Facility and CI (12/1/14)
- Date for small group meetings with faculty to formulate a foreground question & guide the search (10/2/14; 10/23/14)
- 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 (12/5/14)

**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>
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<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>
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<tr>
<td>4. Clinical Performance Summary</td>
<td>Daily</td>
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<tr>
<td>5. Record of Case Mix &amp; Demographics</td>
<td>Daily</td>
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<tr>
<td>6. Optional Experience Form</td>
<td>At time of activity</td>
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<tr>
<td>7. Self-Assessment of Professional Behaviors</td>
<td>First &amp; last day</td>
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<tr>
<td>8. Copy of Written Case Study</td>
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</table>
**GRADING FOR NOTEBOOK**

<table>
<thead>
<tr>
<th>Description</th>
<th>Scale</th>
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<tbody>
<tr>
<td>Complete CI Content (items)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Complete Student Content (items)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Correct completion of all required forms data, signatures, dates</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Neatness and legibility of forms</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Organization of the notebook</td>
<td>1 2 3 4 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 times specified:

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. 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 Clinical Practice I:
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

Your work group will formulate an answerable PICO foreground question from one of the following broad themes that currently impact the physical therapy profession and will continue to do so in the future. Examples of background/foreground questions will be provided during a clinical conference when all groups are present.

1. Telerehabilitation and the role of other information technology
2. Motivational Interviewing
3. Tissue engineering and rehabilitation
4. Self-Management of Chronic Disease
5. Cultural competence
6. Disability and mobility

Completing the PICO Worksheet (see worksheet next page)
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.

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

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

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

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

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

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

7. List where you plan to search; i.e., EBM Reviews, Medline, CINAHL, PubMed, The Cochrane Collaboration, PubMed, PEDro, APTA’s Hooked on Evidence, National Guideline Clearing House

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Checklists for assessing the quality of studies

Your group will compile all of the articles found that match your inclusion criteria and divide them up evenly amongst the group for reading/reviewing and evaluating the quality of the study. There are different checklists for quantitative vs. qualitative studies. To learn more about standard quality assessment criteria for evaluating primary research studies, go to: http://ecu.au.libguides.com/content.php?pid=208745&sid=1832077

Use this checklist for quantitative studies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>YES (2)</th>
<th>PARTIAL (1)</th>
<th>NO (0)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Question / objective sufficiently described?</td>
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<tr>
<td>2 Study design evident and appropriate?</td>
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<tr>
<td>3 Method of subject/comparison group selection or source of information/input variables described and appropriate?</td>
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<tr>
<td>4 Subject (and comparison group, if applicable) characteristics sufficiently described?</td>
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<tr>
<td>5 If interventional and random allocation was possible, was it described?</td>
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<td>6 If interventional and binding of investigators was possible, was it reported?</td>
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<tr>
<td>7 If interventional and binding of subjects was possible, was it reported?</td>
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<tr>
<td>8 Outcome and (if applicable) exposure measure(s) well defined and robust to measurement / misclassification bias? means of assessment reported?</td>
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<td>9 Sample size appropriate?</td>
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<tr>
<td>10 Analytic methods described/justified and appropriate?</td>
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<tr>
<td>11 Some estimate of variance is reported for the main results?</td>
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<tr>
<td>12 Controlled for confounding?</td>
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<tr>
<td>13 Results reported in sufficient detail?</td>
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<tr>
<td>14 Conclusions supported by the results?</td>
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</table>

Score the quantitative studies, based on the degree to which the specific criteria are met (“yes” = 2, “partial” = 1, “no” = 0). Items not applicable to a particular study design should be marked “n/a” and be excluded from the calculation of the summary score. Calculate a summary score for each paper by summing the total score obtained across relevant items (in this case assume the 9 items were all scored as 2: 9 x 2 = 18) then divide by the total possible score (28- the number of N/A x 2; 5 x 2 =10; (28-10 = 18). Summary Score: 18 +18 = 1.0 x 100 = 100 percent

Use this checklist for qualitative studies:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>YES (2)</th>
<th>PARTIAL (1)</th>
<th>NO (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Question / objective sufficiently described?</td>
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<td></td>
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<tr>
<td>2 Study design evident and appropriate?</td>
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<tr>
<td>3 Context for the study clear?</td>
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<tr>
<td>4 Connection to a theoretical framework / wider body of knowledge?</td>
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<td>5 Sampling strategy described, relevant and justified?</td>
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<tr>
<td>6 Data collection methods clearly described and systematic?</td>
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<tr>
<td>7 Data analysis clearly described and systematic?</td>
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<tr>
<td>8 Use of verification procedure(s) to establish credibility?</td>
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<tr>
<td>9 Conclusions supported by the results?</td>
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<tr>
<td>10 Reflexivity of the account?</td>
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</tbody>
</table>

Score the qualitative studies, based on the degree to which the specific criteria are met (“yes” = 2, “partial” = 1, “no” = 0). Assigning “N/A” is not permitted for any of the items. Eliminate item number 10. Calculate the summary score for each paper by summing the total score obtained across the nine items and dividing by 18 (the total possible score); then multiply by 100 to get a percent score.


In preparation for Clinical Education III, the PTA faculty will assist you with statistical analysis of inter-rater agreement by item, overall scores, and to establish thresholds and guidelines for paper inclusion/exclusion.
GRADING FOR DEVELOPING A FOREGROUND QUESTION & REVIEW OF THE LITERATURE

<table>
<thead>
<tr>
<th>Task</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 from the topics provided</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 (3 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 3 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 ___________
IV. CASE STUDY/REPORT

Each student will select a patient/client/subject from the population observed/treated and write a case report on that subject. This report will be presented to the staff at the clinical facility and a hard copy will be provided to the CI and inserted into the Clinical Notebook for review by the ACCE.

The following components must be included in the case report:

Introduction: This introduces the topic of the case and states why it is important, citing literature to support the management of the case.

Case Description: This includes information about the subject/patient, the PT examination, the hypothesis about the cause and the intervention provided within the plan of care.

Outcomes Section: This describes the status of the subject/patient after the intervention

Discussion Section: This should reflect on possible reasons for outcomes.

References: Cite all literature used to supports the management of the case
### Evaluation Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Scores (60%)</th>
<th>(70%)</th>
<th>(80%)</th>
<th>(90%)</th>
<th>(100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling &amp; grammar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Neat &amp; well-organized report</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inclusion of all report components</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Thoughtful discussion linked to outcomes</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 ___________