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|-------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------|-----|----------|----------|-------------|
| CLO 1 | Explain the expectations for Clinical Practicum I, including the roles of the student, clinical instructors and academic faculty | 1, 2, 3, 4, 5, | 1 | | C2 | R2 R3 | PTA MACS |
| CLO 2 | Demonstrate competency in professional behaviors | 6, 8, 11, 17, 18, 19, 20, 21, 22, 23, 24, 25 | 1, 2, 3, 7, 8, 9 | CT4 | C1 C2 | R2 R3 | PTA MACS |
| CLO 3 | Demonstrate competency performance of data collection skills as listed below | 9, 13, 18 | 6 | CT4 | C1 C2 | R2 R3 | PTA MACS |
| CLO 4 | Demonstrate competency in performance of therapeutic interventions as listed below | 6, 7, 8, 10, 11, 12, 14, 15, 16, 17 | 5 | CT4 | C1 C2 | R2 R3 | PTA MACS |

Unit Outcomes/ Competencies

The student successfully completing this course, the student will be able to:

1. Explain the roles and responsibilities of PTA students while participating in clinical internships.
2. Explain the roles and responsibilities of the clinical instructors while performing clinical training.
3. Explain the roles and responsibilities of the academic faculty (ACCE)
4. Describe the appropriate use of the PTA MACS.
5. Perform the student evaluation of clinical sites.
6. Demonstrate competency in patient and PTA safety by following proper handwashing techniques, utilizing the gait belt appropriately, handling patient care equipment correctly, and using proper body mechanics;
7. Demonstrate competency in preparing the patient, treatment area, and equipment for physical therapy treatment;
8. Demonstrate competency and safety in gait training for the orthopedic patient (adjust assistive device, utilize proper gait pattern, provide appropriate amount of assistance, levels/stairs/ramps);
9. Demonstrate competency in performing assessment of vital signs (pulse, blood pressure, respiration) and pain;
10. Begin performing therapeutic techniques for infection control, and aseptic procedures;
11. Demonstrate competency and safety in the application of one superficial heat modality, one deep heat modality, and one cryotherapy modality;
12. Demonstrate competency in performing three ROM exercise techniques, two strengthening exercise techniques, and two functional activities;
13. Demonstrate competency in performing goniometric measurements of three joints,;
14. Begin utilizing the therapeutic modalities of electrotherapy, hydrotherapy, and traction with competency and safety;
15. Begin performing wound care procedures;
16. Begin performing therapeutic techniques for the cardiovascular patient;
17. Begin performing safe and competent therapeutic positioning techniques;
18. Begin performing safe and competent manual muscle testing techniques;
19. Demonstrate an understanding of the medical record, and begin documentation procedures;
20. Demonstrate responsibility for professional development as describe in the PTA MACS skill #1;
21. Demonstrate components of legal and ethical practice of physical therapy as described in the PTA MACS;
22. Demonstrate components of effective time management in the delivery of physical therapy services;
23. Demonstrate components of critical thinking in the decision making process;
24. Begin communicating effectively with patients, their families, and members of the health care team, recognizing and responding to individual and cultural differences; and
25. Demonstrate understanding of the role of the PTA in working under the direction of the Physical Therapist.

Course Outline:

- I. Orientation to Clinical Practicum I
 - A. Qualifications for clinical education participation
 - B. Orientation to clinical affiliation sites
 - C. Roles and responsibilities of students
 - D. Roles and responsibilities of clinical instructors
 - E. Roles and responsibilities of academic faculty (ACCE)
 - F. Orientation to PTA MACS
- II. Standards of Behavior and Conduct
 - A. Generic abilities
 - B. Ethical behaviors
 - C. Performance
 - D. Team dynamics
- III. Assignment of clinical sites – one 5-week assignment. Throughout the academic year, students will be assigned three clinical education experiences – at a minimum, each student will be assigned one in-patient and one out-patient physical therapy setting.

- IV. Evaluation tools
 - A. Mid-affiliation evaluation of student performance
 - B. Final affiliation evaluation of student performance
 - C. Student evaluation of clinical site
- V. Review of expected skills to be mastered in the PTA MACS Skills #
 - A. Professional Behaviors: # 1-11
 - B. Data Collection Skills: #13; 14.3; 14.4; 14.5; 14.6; 14.7; 14.10; 14.11; 14.12; 14.13 (b, c)
 - C. Intervention Skills: #15.1; 15.2; 15.3; 16.7; 16.10; 16.11; 16.12; 17.1; 17.2; 17.3; 17.4; 17.6; 17.7; 21.3; 21.4; 21.7; 21.8
 - D. Skills to be practiced: #14.8; 16.8; 21.5 (hydrotherapy); 21.9 (mechanical traction)
- VII. Assignments to be done during clinical affiliation
 - A. Notewriting assignments
 - B. Case Study
- VI. Discussion of clinical education experience with academic faculty

Assessment Description(s)

PTA MACS (Manual for the Assessment of Clinical Skills), departmental assessment rubrics.

Materials and Technological Requirements

PTA MACS, 2nd edition, Texas Alliance of PTA Educators, 2009.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week.....2 absences
- Courses that meet twice per week3 absences
- Courses that meet four times per week.....5 absences

Summer Session

- Courses that meet four times per week in a five week session3 absences
- Courses which meet two evenings per week in a 10 week session.....3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students

request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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