



INSTRUCTIONAL PACKAGE

PTH 234

Clinical Education I

Effective Term
Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201930

COURSE PREFIX: PTH 234

COURSE TITLE: Clinical Education I

CONTACT HOURS: 40 hours/week x 4 weeks

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course allows the student insight into the practice of physical therapy by working directly under the supervision of a physical therapist (PT) or physical therapist assistant (PTA). The course has scheduled rotations through a clinic offering the student an opportunity to put into practice the skills and techniques taught in previous course work.

COURSE DESCRIPTION:

This course provides basic clinical experiences for the physical therapist assistant student within a physical therapy setting.

PREREQUISITES/CO-REQUISITES:

A grade of C or higher in all previous PTH courses.

HIPPA Training

Purpose: To ensure confidentiality of patient protected health information to which students have access in the course of their clinical education experiences. The ACCE will review and reinforce training regarding HIPPA standards and regulations to all students involved in the clinical educational experiences. Students will sign a Confidentiality Form that states the date of the training. Signed forms will be kept in the student's permanent file. A student who does not receive HIPPA training will not be allowed to participate in clinical education experiences.

OSHA Training

Purpose: To protect the student from health hazards associated with blood borne pathogens. To prepare students for clinical education experiences which require that students are in compliance with Occupational Health and Safety Administration guidelines. Students will attend an annual OSHA/Blood Borne Pathogens training session. The ACCE will arrange and provide Blood Borne Pathogens instruction to all students enrolled in clinical education annually. Students will sign a form with the date of the training. Forms will be maintained by the ACCE in the student's permanent file.

Students who do not complete OSHA/Blood borne Pathogen training will not be able to participate in clinical education experiences.

CPR Certification

Purpose: To ensure that all students are certified in Cardiopulmonary Resuscitation (CPR) prior to entering a clinical education experience. All students must complete a CPR certification course prior to entering a clinical education experience and provide documentation of same. The student is responsible for any expenses related to CPR training. A student who does not submit appropriate documentation to verify CPR certification prior to scheduled clinical education experiences will not be permitted to participate in the clinical education portion of the program.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Liability Insurance

All students must be covered by liability insurance before being allowed to enter the clinic. Proof of insurance must be documented before the student will be admitted to clinic and must be kept in the clinic papers folder.

Health Requirements

As a Physical Therapist Assistant student you are involved in clinical instruction. You may be at risk for exposure to infectious or communicable diseases, including but not limited to illness common in childhood (measles, mumps, rubella, and chicken pox), hepatitis B, and tuberculosis. It is important that you have a current physical and documentation for common vaccinations received in childhood, along with a negative TB results (must provide documentation of negative TB results in past year), current flu vaccination, current status for hepatitis B vaccinations and a Tdap (tetanus, diphtheria, and pertussis) shot to meet the standards of fieldwork centers. This requirement is for your health and safety and that of the patients/clients served by the institution.

BACKGROUND CHECK AND DRUG TESTING REQUIREMENTS:

Procedure: All clinical sites require the student to pass criminal background investigation and drug testing prior to or at the beginning of the clinical assignment. In addition students may be required to take a drug test at any time during a clinical rotation.

Student Travel

Students can expect to travel to a variety of clinical sites within a 100-mile radius of HGTC.

Students are responsible for their individual travel to and from the HGTC campus or to any assigned clinical experience or field trip, see policy # 8.1.1. Field Trips/Student or Group Travel Policy revised 06-19-2013.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

PROGRAM LEARNING OUTCOMES

After successful completion of the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the Student and Clinical Manual. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. Student will review the plan of care established by the physical therapist prior to initiating patient/client intervention with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
2. Student will provide safe interventions as directed in the plan of care and supervised by the physical therapist with only confirmation from the clinical instructor. (i.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
3. Student will complete documentation that follows professional guidelines, healthcare system, and physical therapy facility policies with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
4. Student will respond effectively to patient/client and environmental emergencies in the work setting with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
5. Student can expressively and receptively communicate in a culturally competent manner with physical therapists, patients/clients, family members, and caregivers, other health

- care providers, students, interdisciplinary team members, administrators, payers, and consumers with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
6. Student can educate others about the role of the physical therapist assistant.
 7. The student participates in learning and development activities to ensure continued competence with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 8. The student participates in and responds to self-assessment with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 9. The student participates in the clinical education 100% of time.
 10. Student adheres to federal and state legal practice standards and institutional regulations related to patient/client care and fiscal management with only confirmation from the clinical instructor. (i.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
 11. Student act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant with only confirmation from the clinical instructor. (i.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
 12. Student can modify his/her behavior during patient or colleague interaction with guidance from clinical instructor. (l.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 13. The student places patient's/client's needs above the physical therapist assistant's self-interests with guidance from clinical instructor. (l.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 14. The student exhibits compassion, caring, and empathy in providing services to patients/clients with guidance from clinical instructor. (l.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 15. The student promotes active involvement of the patient/client in his or her care with guidance from clinical instructor. (l.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 16. The student identifies, respect, and act with consideration for the patient's/client's differences, values, preferences, and expressed needs in all physical therapy activities.
 17. The student demonstrates behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant with guidance from clinical instructor. (l.e. Student needs verbal cueing or physical assistance from the clinical instructor)
 18. The student supports and participates in organizations and efforts that promote physical therapy with guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)

19. The student demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers, and payers with guidance from clinical instructor. (I.e. Student needs verbal cueing or physical assistance from the clinical instructor)
20. The student values and supports the physical therapy profession in society and demonstrates citizenship guidance from clinical instructor. (i.e. Student needs verbal cueing or physical assistance from the clinical instructor)

STUDENT UNIT LEARNING OUTCOMES PER MODULE

Weekly student learning outcomes will vary to meet the overall course learning outcomes per clinical site. The student will develop an individual plan of action with his or her clinical instructor to meet the course learning outcomes.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Clinical Performance Assessment	50%
Clinic Project	25%
Additional Assessment	25%
Weekly Journal	
Weekly Log Sheet	
Self-Assessment of the Clinical Assessment Tool	
Weekly Summary Form of Goals	
APTA Student Assessment of the Clinical Experience	
APTA Student Assessment of the Clinical Instructor	
<u>Thank you Letter</u>	
Total	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

A = 90-100%
B = 80-89%

C = 75-79%
D= 69-74%
F = below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: [Tech Central](#)

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand

Campus. These individuals will review documentation of the student’s disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Inquiries regarding the non-discrimination policies:	
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu _</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>

INSTRUCTOR'S COURSE INFORMATION SHEET

Part I: Instructor Information

Information	<i>Instructor</i>
Instructor Name:	<i>Samantha Martel, MPT, DPT</i>
Campus Phone Number:	<i>843-477-2075</i>
College Email Address:	Samantha.martel@hgtc.edu <i>Email Policy: I will return emails within 2 business days of receipt</i>
Office Location:	<i>Grand Strand Campus Speir Building 1000 Room 1282B</i>
Office Hours/Availability:	<i>Posted in Wavenet and on office door</i>

Part II: Course Schedule and Assessments

Dates:	<i>*Schedule is subject to change</i>
Week 1	<ul style="list-style-type: none">• Submit Weekly Summary in Trajecsys to CI on Friday, completed in full sentences and specific• Submit Journal Entry 1 in Trajecsys by Sunday at 11:30 p.m.• Submit Weekly Log Sheet in Trajecsys by Sunday at 11:30 p.m.
Week 2	<ul style="list-style-type: none">• Submit Weekly Summary in Trajecsys to CI on Friday, completed in full sentences and specific• Submit Journal Entry 2 in Trajecsys by Sunday at 11:30 p.m.• Submit Weekly Log Sheet in Trajecsys by Sunday at 11:30 p.m.
Week 3	<ul style="list-style-type: none">• Submit Weekly Summary in Trajecsys to CI on Friday, completed in full sentences and specific• Submit Journal Entry 3 and 4 in Trajecsys by Sunday at 11:30 p.m.• Submit Weekly Log Sheet in Trajecsys by Sunday at 11:30 p.m.• Submit Clinic Project in D2L Dropbox-Due Date in D2L• Submit Final Self Evaluation of Clinical Assessment Tool in Trajecsys to CI by Friday

Dates:	<i>*Schedule is subject to change</i>
	<ul style="list-style-type: none"> • Complete the APTA Student Assessment of Clinical Experience in Trajecsyst by Friday • Complete the APTA Student Assessment of Clinical Instructor (Final Evaluation) in Trajecsyst by Friday
N/A	**All items must be submitted in Trajecsyst and D2L at the due dates noted above. A copy of the Thank you letter must be turned into the ACCE upon completion of the clinical rotation.

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Makeup Assignments (Journals, Weekly Summaries, weekly log sheets, self-assessments, site evaluation, POC progression project and Thank you Letter)

- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.
- Missed Assignments: Students are allowed to miss only one assignment during the clinical rotation. Missing more than one assignment may result in failure of the clinical rotation.

****The instructor reserves the right for discretion on the above policy on a case by case basis.**

EVALUATION:

Clinical Performance Assessment	50%
Clinic Project Plan of Care Progression	25%
Assignments	25%
<u>Total</u>	<u>100%</u>

EVALUATION:		
Item Description	Total Points for Item *All items in each category are evenly weighted	% of Grade
Clinical Performance Assessment: The clinical evaluation tool was developed by HGTC physical therapist assistant faculty for the CI to assess the student's clinical behavior	4 points per item	50%

<p>and performance formative and summative. The grade will be determined by the average score rated by the CI. The student must receive an average score of 3.0 on their clinical assessment to pass this course. In addition the student must receive a 4 on the designated safety criteria and behavioral foundational elements in clinical practice. Failure to achieve a 4 on the designated safety criteria and behavioral foundational elements in clinical practice, regardless of the average overall score, will result in failure of this clinical. Each student will receive formative and summative evaluation from their CI upon his/her performance in the clinic. This assessment will be based upon the objectives for this course. The CI will complete a written formative and summative evaluation for midterm and a final evaluation for each student. Clinical performance assessment is weighted at 50% of the grade.</p>		
<p>Clinic Project Plan of Care Progression: The student is required to choose one patient in the first week of clinical and provide a background of the patient using the International Classification of Functioning, Disability and Health (ICF) framework as a template for describing the patient's abilities and disabilities as it relates to the patient's level of function. Secondly, the student must complete the tables for progression of interventions and data collection after review of the short term and long term goals in the PT Plan of Care for two separate problems identified in the PT evaluation over a 4-week period. This project is 25% of the final grade. The rubric is located in D2L.</p>	80 points	25%
<p>Homework Assignments: <u>Student Reflective Journal:</u> Purpose is to promote the development of reflective practice. Requirement is for the student to write one entry per week into his/her</p>	1 point each	25%

<p>journal. Entries should be creative and reflective. No partial credit will be awarded.</p> <p><u>Weekly Log Sheet:</u> The purpose is for the student to document what data collection and interventions are performed in the clinical setting. The log must be completed at the end of each week.</p> <p><u>Clinical Performance Self-Assessment:</u> The purpose is for the student to be able to self-reflect on progress toward course objectives and share his/her input with CI and ACCE. Self-assessment will be completed 100% with comments and markings and student will reflect learning experience to learning objectives. Failure to complete self-assessment in full will result in deduction of total points. No partial credit will be awarded.</p> <p><u>Weekly summary form of goals:</u> The purpose is for student and the CI to identify strategies that will improve success during the clinical education experience. The student will identify, document, and submit weekly objective behaviors to CI. CI will review and provide the student with feedback concerning the weekly goals as well as the strategies identified to achieve the goals. The CI will add comments/goals as necessary and sign the form. No partial credit will be awarded.</p> <p><u>Site evaluation:</u> The purpose is to provide feedback regarding the overall effectiveness of clinical education experiences and available opportunities at that site and serve as a resource for future students seeking a clinical education experience at that site. The student completes the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form. The form is uploaded</p>		
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<p>in Trajecsys. No partial credit will be awarded.</p> <p><u>Thank you letter:</u> The Student will recognize the dedication that clinical faculty provide to the academic program and their education. Failure to complete will result in decrease in total points. Student must turn in copy of the letter to ACCE. No partial credit will be awarded.</p> <p>Students will not be allowed to substitute other activities (reports, homework, etc.) to count in place of any of the stated criteria. (This means there will be NO extra credit offered.) The tools utilized in this course are designed to measure the extent to which the student has mastered course materials, students should not expect there to be any "curving" of grades.</p>		
Total		100%

PART III: FACE 2 FACE (F2F) COURSE POLICIES

Clinical Education Attendance

The student in clinical rotations is expected to adopt the working hours of the clinical supervisor.

Completion of full clinical hours is required to pass the clinical rotation. No more than 10% of the clinical hours may be made up at the discretion of the ACCE and Clinical Instructor.

Clinical absences in excess of 10% of the total hours required or failure to make up the allowed 10% will result in a grade of "unsatisfactory" for clinical and a failing grade for the course.

A clinical education tardy is defined as missing 1 to 10 minutes of scheduled clinical education.

For a four week clinical rotation, the student may not have more than two tardies and for a seven week clinical rotation the student may not have more than three tardies. Missing more than the allowed number of tardies may result in removal from the program.

The student is expected to attend the clinic during regularly scheduled hours of operation. In some instances, this may require late/ evening, weekend hours and holidays.

The student will report to the clinic prior to the designated start time as established by the CI and ACCE. If for some reason the student is unable to arrive at the clinic by the designated start time, the student must notify the instructor and ACCE prior to the start of clinic.

Attendance throughout the Clinical Education Experience ensures maximum student participation in professional growth and development. Absences for non-emergency nature can limit the student's educational experience in the clinic. No student may have any unexcused absence during a clinical education experience.

An unexcused absence is when a student is not present during a scheduled clinic day and has not obtained prior permission from either the CI or the ACCE. The Clinical Instructor and the ACCE will determine the reasonableness of the excuse.

Students should schedule all non-emergency appointments (dentist, doctor, other) outside of clinical hours. Students are not to leave clinical sites early for work. Work schedules must not interfere with clinical time. In the event of a conflict, the clinical takes precedence.

A student may request accommodations for clinical education schedules but accommodations are not automatic and are dependent on the clinic and clinical instructor schedules.