The City University of New York
Department of Allied Health, Mental Health and Human Services

PTA 600 Clinical Practicum I

Course Syllabus: Winter 2025
Prerequisites: BIO 12, PTA 4, PTA 5

Credit Hours: 3
Contact Hours: 35-40hrs/week
Schedule is dependent on Clinical Instructor and facility requirements

Instructor: Prof. Christina McVey
Office: S129
Phone: 718-368-5727
e-mail: christina.mcvey@kbcc.cuny.edu

Welcome

Welcome to your first clinical experience. I am Prof. McVey, and I will the faculty of record for this course. I encourage you to take the time to read this syllabus for our class so that you can learn more about what to expect as well as reviewing the Student Clinical Affiliation Handbook.

About the Professor

Hello, my name is Prof. Christina McVey. I am one of two full-time faculty within the Physical Therapist Assistant (PTA) program. I have been at Kingsborough since the inception of the PTA program over 20 years ago. I teach PTA 10 Introduction to Physical Therapy, PTA 1 and 3 Foundations in Physical Therapy I and II, PTA 5 Therapeutic Exercise, PTA 6 Clinical Practicum I and PTA 8 Selected Topics in Physical Therapy. Besides teaching full time, I am also the Academic Coordinator for Clinical Education for the PTA program. If you have any questions regarding future clinical affiliations, please do not hesitate to contact me. I look forward to a successful and productive semester.

Where to find me: I will be visiting the facility during the clinical experience at least once. Please feel free to contact menv S129 In addition, please free to contact me via cell phone 516-776-0849 or email. I will attempt to return emails within 24 hours. Monday-Thursday from 8am-5pm.

Course Description

This course represents the students' initial eight-week, full time clinical experience as assigned by the Academic Coordinator of Clinical Education. Under the supervision of clinical faculty at facility providing physical therapy services, the student interacts with patients, provides physical therapy interventions, and assists the therapist in measurements and complex procedures. The student applies his/her knowledge and practices the skills of transfer and gait training, the application of physical agents of heat and cold, therapeutic exercise, and basic assessment. A student must be assessed as being competent in all previous course work prior to the first clinical practicum.

Program Mission Statement

The mission of the Physical Therapist Assistant program at Kingsborough Community College of the City University of New York is to: develop well qualified entry level physical therapist assistants who reflect the ethnic and cultural diversity of the community which the college serves and who function under the supervision of the physical therapist in a variety of physical therapy settings, capable of providing physical therapy treatments as outlined by the physical therapist to the satisfaction of the physical therapist. Further, the program will provide graduates who meet standards for licensure or registration as a physical therapist assistant in a variety of states. Additionally, the program's mission includes meeting the accreditation standards of the Commission on Accreditation in Physical Therapy Education for Physical Therapist Assistant Programs.

Professionalism

The concept of professionalism in health care is motivated by the primary goal of providing quality service to the health care consumer. It is also a concept that involves a commitment to the development and maintenance of a level of knowledge, which enables the provider to utilize standards of care in the daily delivery of health care to the consumer. The program's dedicated faculty members provide students with the knowledge and background necessary to develop a sense of professionalism, which will extend into their career.

Program Commitment to Core Values

The core values for physical therapist assistants are exhibited throughout this course. The values of accountability, altruism, integrity, duty, collaboration social responsibility, excellence, compassion and caring coalesce to develop students into the most effective physical therapist assistant possible.

OVERVIEW OF PROGRAM LEARNING OBJECTIVES

This course addresses the following PTA program learning outcomes:

1. Demonstrate PTA entry-level skills that are applicable to a variety of patient care settings and meet the needs of the community the college generally serves.
2. Demonstrate an awareness and commitment to patient dignity as well as social responsibility, citizenship, and advocacy related to the provision of PT services.
3. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
4. Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.
5. Adjust interventions within the plan of care and report this and any changes in patient's status to the physical therapist as well as assist in complex interventions.

6. Recognize when intervention should not be provided due to changes in the patient's status and respond appropriately in emergency situations.
7. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.
8. Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.
9. Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
10. Communicate an understanding of the plan of care developed by the physical therapist to achieve short- and long-term goals and intended outcomes.
11. Demonstrate sensitivity to patients' non-verbal behavior as it relates to their reaction to the treatment services provided.
12. Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
13. Participate in administrative functions within a physical therapy service, including billing and reimbursement.
14. Participate in discharge planning and follow-up as directed by the supervising PT.
15. Educate others about the role of the physical therapist assistant and physical therapy related topics, including health promotion and wellness.
16. Read and understand health care literature, identify career development and lifelong learning opportunities for the physical therapist assistant
17. Exhibit conduct that reflects practice standards that are legal, ethical and safe.

CIVIC ENGAGEMENT:
Successful completion of this course for fills the civic engagement requirement for graduation. Civic engagement topics are discussed in journal and Brightspace discussion assignments and in the reflection paper. Students are also assessed on their ethical behavior (criteria 2) and cultural competence (criteria 4) as part of the APTA standardized web Clinical Performance Instrument.

Student Learning Outcomes

As evidenced by successful performance and completion of written examinations, assignments, research article reviews, and presentations, the student will:

1.0 Implement physical therapy interventions as outlined in the physical therapist's plan of care.

1.1 Perform a variety of therapeutic exercise techniques consistent with patients' status.
1.2 Perform physical therapy interventions demonstrating an understanding of the role of the physical therapist assistant in rehabilitation.
1.3 Recognize the impact of organizational structure, levels of authority, and fiscal considerations on the health care delivery system.
1.4 Implement therapeutic interventions demonstrating consideration of time management, therapeutic sequence, and rationale for intervention selection.
1.5 Perform therapeutic interventions demonstrating knowledge of universal and standard precautions.
1.6 Demonstrate appropriate sterile technique and bandaging.
1.7 Administer range of motion activities to patients with a variety of conditions.
1.8 Administer progressive resistive exercise using a variety of therapeutic equipment including manual resistance.

1.9 Appropriately position and drape patients for effectiveness, safety and modesty.
1.10 Teach patients various gait patterns with various assistive devices and appropriate weight-bearing status.
1.11 Use, select, and modify wheelchairs to meet specific patient needs.
1.12 Perform patient transfer activities safely.
1.13 Demonstrate effective body mechanics to insure clinician and patient safety.
1.14 Effectively and safely administer thermal agents including; cryotherapy, superficial heat modalities, ultrasound, and shortwave diathermy.
1.15 Provide interventions and interact with patients and families considering influencing factors (psychosocial, cultural, economic, legal, ethical, etc.)
1.16 Appropriately maintain therapeutic equipment to maximize efficacy potential and safety.
1.17 Verify the effectiveness of teaching by analyzing patient performance.
1.18 Assist in discharge and alternative levels of care decision making.
1.19 Recognize aspects of the plan of care that may be outside the PTA's scope of practice and act accordingly.
1.20 Analyze the effectiveness of employed operational strategies including PT-PTA team strategies, patient scheduling practices, the use of physical therapy aids, etc.

2.0 Assess patients' rehabilitation/physical status and the efficacy of interventions.

2.1 Recognize the effectiveness of modalities and procedures in specific clinical situations.
2.2 Recognize clinical responses and situations that require the attention of the supervising physical therapist or clinical instructor.
2.3 Perform appropriate assessment and measurement techniques to assist the supervising physical therapist in monitoring and modifying the plan of care including: manual muscle testing, goniometry, anthropometrics, segmental length, girth and volume, pain cognitive and mental status changes, vital signs, gait and posture.
2.4 Monitor vital signs as appropriate.
2.5 Observe the effects of fatigue and appropriately modify therapeutic exercise.
2.6 Appropriately act when untoward signs (cyanosis, SOB, HTN, etc.) are observed during therapy sessions.
2.7Identify intervention precautions and contraindications and act accordingly.

3.0 Effectively communicate with clinical instructor, physical therapy staff, and other members of the interdisciplinary healthcare team.

3.1 Effectively report patient progress in the medical record
3.2 Effectively perform clerical and record keeping duties.
3.3 Effectively verbally report patient progress and status to clinical instructor and other health care personnel.
3.4 Inform the patient about the purpose, risks, and benefits of specific therapeutic interventions.
3.5 Demonstrate appropriate documentation of physical therapy interventions considering patient response, intervention parameters, long/short term goals, effectiveness and third-party payer requirements.
3.6 Participate in quality assurance/improvement activities.

4.0 Effectively participate in patient/family education, academic enhancement, healthcare team teaching, and general clinical education activities.

4.1 Teach patients and families intervention philosophies, the role of the physical therapist assistant, precautions, self-management, and home exercise programs.
4.2 Teach physical therapy and other health care personnel through formal presentation of case studies or in-service presentations as assigned by the

clinical instructor.
4.3 Demonstrate appropriate sensitivity and action recognizing the varied and simultaneous roles of patients and families as health care seekers, consumers, informants, and knowledge pursuers.

5.0 Demonstrate appropriate professional behaviors.

5.1 Attend and report to clinic on time.
5.2 Be prepared and attend to all assigned tasks.
5.3 Accept constructive criticism and respond and /or follow through appropriately.
5.4 Express self in a clear and easily understood manner.
5.5 Maintain appropriate personal hygiene.
5.6 Treat others with positive regard, dignity, and respect.
5.7 Perform alternative interventions during clinical environmental urgent and emergent situations (e.g. pandemic/endemic, fire, chemical, etc

6.0 Assess the clinical environment as it relates to civic awareness.

6.1 Connect knowledge from physical therapy to civic engagement.
6.2 Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief or other forms of social differentiation play in physical therapy delivery.
6.3 Utilizing knowledge of the Code of Conduct for the PTA, examine the importance of ethical behavior as it relates to social, cultural, economic, and environmental issues in the clinical facility.
6.4 Understand the PTA's role in working toward equity in the delivery of physical therapy.

Assessment of Outcomes

This course utilizes a variety of teaching methods including observation, demonstration, and instruction by the Clinical Instructor (CI), discussion, and practice within the clinic setting. At the conclusion of the affiliation, a student must meet minimum grading requirements as outlined below in the grading policy and in the Student Clinical Handbook. The student will be formally evaluated by the clinical instructor at least twice during the affiliation, once at the approximate mid-point and again during the final week. Students are evaluated by the Clinical Instructor using the PTA Web CPI consisting of the following criteria:

1. Safety
2. Clinical Behaviors
3. Accountability
4. Cultural Competence
5. Communication
6. Self-Assessment and Lifelong Learning
7. Clinical Problem Solving
8. Interventions: Therapeutic Exercise
9. Interventions: Therapeutic Technique
10. Interventions: Physical Agents and Mechanical Modalities

11. Interventions: Electrotherapeutic Modalities
12. Interventions: Functional Training and Application of Devices/Equipment 1
13. Documentation
14. Resource Management

Grading Policy for PTA 600

Grades for each affiliation are assigned and administered by the Academic Coordinator of Clinical Education based on the Clinical Performance Instrument (CPI) and other course criteria outlined below. Students must adhere to all policies and procedures as outlined in the Student Clinical Education Handbook.

In PTA 6, grading of the CPI is completed by the ACCE. Grading of the CPI consists of the overall average of the anchors for all 11 criteria as well as the comments from the CI. If a criterion is not assessed by the CI then it will not be included in the average of the anchors.

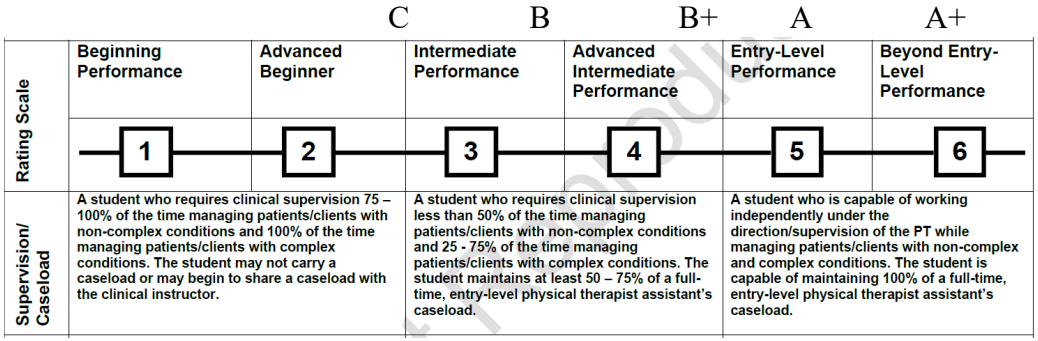
The program uses the online APTA PTA CPI 3.0 has a rating scale from 1-6 as follows: 1 – Beginning Performance, 2 – Advanced Beginner, 3 – Intermediate Performance, 4- Advanced Intermediate Performance, 5– Entry-Level Performance and 6 – Beyond Entry-Level Performance

At the conclusion of PTA 600, a student must achieve the following scores on the Clinical Performance Instrument:

a. a rating of 4 (Advanced Intermediate Performance) or higher in Professionalism: Ethical Practice, Legal Practice, and Interpersonal – Communication and Inclusivity.

b. a rating of 3 or higher in Professionalism: Professional Growth, Technical/Procedural: Clinical Reasoning, Therapeutic Exercise and Techniques, Mechanical and Electrotherapeutic Modalities, Functional Training and Application of Devices and Equipment and Business: Documentation, Resource Management. (If below satisfactory in more than 3 criteria, the student will not be successful in Practicum I.)

c. In PTA 6, grading of the CPI is completed by the ACCE. Grading of the CPI consists of the overall average of the anchors for all 11 criteria as well as the comments from the CI. If a criterion is not assessed by the CI, then it will not be included in the average of the anchors. The anchors are averaged together using the following rubric:



Grading of PTA 600 - Grades for each affiliation are assigned and administered by the Academic Coordinator of Clinical Education or designated faculty based on the Clinical Performance Instrument (CPI) and other course criteria outlined below. Students must adhere to all policies and procedures as outlined in the Student Clinical Affiliation Handbook.

Clinical Performance Instrument	80%	The Clinical Performance instrument is a standardized evaluation form in which the student is evaluated at an interim period and at the conclusion of the clinical experience. The student is assessed on ethical and legal responsibilities, clinical skills, communication skills and appropriateness of techniques and social responsibility. At the conclusion of the affiliation, a student must meet minimum grading requirements as outlined in the Student Clinical Handbook. The student will be formally evaluated by the clinical instructor at least twice during the affiliation, once at the approximate mid-point and again during the final week.
ACCE Visit and Assignments	10%	The student completes a number of writing assignments including Blackboard discussions, facility evaluations, and self-assessment. writing assignments that are assigned by the faculty and clinical instructors. In addition, students post replies to professor's questions via the Blackboard discussion board. In addition, students will be evaluated during the ACCE visit. <u>From the Facility</u> The student is responsible to complete all assignments from their Clinical Instructor (CI) and / or Center Coordinator of Clinical Education (CCCE) in a timely manner. *In-services / Case Study* During each affiliation, the student is required to present at least one case study or in-service decided upon by the CI and student. The student is required to follow any format or procedure regarding these presentations that the facility may mandate. <u>From the Academic Coordinator of Clinical Education</u> *Self-Evaluation*

		Each student is responsible for completing self-evaluation on the CPI form at the midterm and final stage of the affiliation. This self-evaluation is to be reviewed with the clinical instructor and then submitted to the ACCE at the end of the affiliation. *Web- Based Discussions* The student participates in instructor generated web-based discussions related clinical topics. Discussions are facilitated via the student's Brightspace account. Discussion topics will include: improving observation skills, problem-solving, utilizing critical thinking in treatments, and social responsibility. *Site Evaluation Form* At the end of the affiliation, the student is required to submit an evaluation of their CI and the facility to the ACCE in person or by mail. *Clinical Site Visits* On site visits by the ACCE or other faculty, members provide the student, clinic, and the college with the opportunity to exchange views of your needs, performance, etc. and to insure correlation between the academic and clinical learning experiences. The ACCE or other faculty member will make an appointment with the Clinical Instructor (CI) and student. The ACCE may observe the student treating a patient. The ACCE will talk to the CI and student individually and then may meet with both CI and student together. In the event that the ACCE or another faculty member cannot meet with the student and CI in person, a phone meeting will incur. The academic faculty assesses the students' clinical skills and abilities by observing a patient interaction. These meetings are to assist the student and the clinical instructor in identifying and dealing with real or potential problems. In addition, the ACCE will make additional site visits in the event of special circumstances such that a visit is considered necessary by the CCCE, CI or student. *Group Meetings* The student is required to attend and participate in three class meetings. One class meeting will be held prior to each affiliation and the remaining two meetings will take place in the evening during the affiliation. The purpose of these sessions is to discuss experiences in the clinical facilities. Patient treatments as well as interpersonal skills between patients and /or personnel are explored including ethical, legal and social responsibility.
Writing Assignment	5%	*Weekly Journal* The student submits a journal consisting of weekly entries for the first six weeks of the affiliation. The journal is submitted in two-week intervals of the affiliation via email to the professor. Each entry should consist of the following: - list the pathological /surgical conditions of your patients - list three interventions you have given a pt. that week and discuss how each intervention addressed the patient's problems - discuss two new treatment activities you and / or your patient performed during the week - write three personal goals you would like to achieve the following week (e.g., I will increase my productivity by seeing 8 patients within the scheduled day.)

		- discuss your personal strengths and weaknesses of the week - reflect upon how your interventions are impacted by patient differences in values, culture, ethnicity, environmental and socioeconomic conditions for two patients *Reflection Paper* Each student must submit a reflection paper based on experiences in the clinical facility, Blackboard discussions, and journal entries. This paper is due the last day of clinical. The paper needs to address the following questions: 1. Briefly describe how your clinical experience addressed civic and social diversity. 2. Explain how this clinical experience has expanded your understanding of civic and social diversity. 3. Thinking about your clinical experience, how could you use information learned about civic and social diversity to improve your community, address social problems, promote equity or enhance physical therapy delivery.
Summative Exam	5%	The student completes a multiple-choice examination which covers all didactic material to date. This examination is given during one of the evening group meetings. Students must pass this exam in order to pass the class.

Required Textbook
An online training tutorial covering the use of the PTA Clinical Performance Instrument 3.0 (CPI) Web must be completed prior to beginning this course. Instructions will be provided to the student by the ACCE.

Student Instructions and Responsibilities as per Student Clinical Handbook
The student is expected to adhere to the Clinical Education Student Handbook at all times when representing the Kingsborough PTA Program in a clinical situation, and the facility policies and procedures. No later than one month prior to the start of the clinical course the student receives a packet containing: a notification of clinical site, course objectives, student evaluation forms, and a clinical site evaluation form. Each student must meet with the Academic Coordinator of Clinical Education no later than two weeks prior to the start of the clinical course. Students must call their assigned facility no later than one week prior to the start date. Students must speak to the Clinical Instructor or the Clinical Coordinator of Clinical Education to clarify, start date and time, dress requirements, pre-requisite assignments, and directions to the facility, etc. Additionally, students formally present an in-service or case study to physical therapy or other health care personnel as determined by the Clinical Instructor.

Keys to Success in The Clinic
Be on time!
Remember, when in the clinic, you are expected to perform as a practicing clinician. This means that you must be punctual. If the day starts at 8:30AM, plan to be at the site by 8:15AM. Chronic lateness will not be tolerated in the clinic. If you know that you will be late to clinic, remember to call and speak with your clinical instructor.
Don't miss clinic!
The clinical facility makes special plans to accommodate you. Absences from clinic disrupts educational and patient care activities. Absences from clinic must be made up. Clinical education is vital to becoming a physical therapist assistant. Make sure you attend all clinical sessions.

Communicate with your Clinical Instructor!

Your Clinical Instructor (CI) has primary responsibility for your supervision and learning in the clinic. You must communicate openly with your CI. If you have any questions concerning a particular assignment, speak with your CI before beginning. Be open to constructive criticism and be flexible. Your CI wants you to succeed and is there to help you. If there is a problem that cannot be resolved with your CI, contact the program's Academic Coordinator of Clinical Education immediately.

Always dress appropriately!

Remember, you are expected to act as you would as a practicing physical therapist assistant. You are expected to exhibit professional behavior and practices at all times. This includes appropriate dress as per facility requirements.

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Additional information can be found in the College catalog http://www.kingsborough.edu/sub-registration/Pages/catalog.aspx. Plagiarism is a violation of academic integrity. Plagiarism is the intentional theft(s) of someone else's intellectual property without attribution (proper credit). Determination and penalty – ranging from grade reduction to course failure – will be decided by the instructor.

Students will require a laptop/tablet and internet access to log in to the CUNY Brightspace system.
A student who requires assistance with hardware/computer needs, connectivity issues, email problems or gaining access to their Brightspace account, please reach out to: HelpDesk@Students.kbcc.cuny.edu

Students are expected to take all tests when scheduled. Students who are absent on the day of an exam will be expected to take the exam on their return to class. Students who fail to take the scheduled exams or makeups will receive a grade of zero for that test.

STUDENT SUPPPORT SERVICES

Students who need an accommodation for a disability, during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Access- Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every effort to provide appropriate accommodations and assistance to students with disabilities. The professor will be glad to work with the student to provide necessary guidance and accommodations as needed.

Single Stop, Room V-231, ext. 5411

Single Stop connects Kingsborough students to the benefits and resources for which they may qualify. A free 15-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services; legal aid; financial counseling; and tax preparation.

Counseling Services

Room D-102
All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION
Respect for the opinions of others is very important in an academic environment. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Students, faculty, and staff have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated. The PTA program strives to create a learning environment for its students that supports a diversity of thoughts, perspectives and experiences, and honors student identities (including race, gender, class, LGBTQAI+, religion, ability, etc.) To help accomplish this, if a student has a name and/or set of pronouns that differ from those that are traditionally used, please communicate this to the professor. The PTA program faculty are dedicated to our students and as such if any student experiences any issues regarding diversity, equity and inclusion, the student is encouraged to reach out to the professor and/or department. All student concerns are treated with the utmost confidentiality.

Religious/Cultural Observance
Persons who have religious or cultural observances that coincide with this class should let the professor know in writing by e-mail one week in advance of your respective observance. Students may be excused from the class, but students are not excused from course requirements. The timely submission of assignments or the make-up of exams should be discussed with the professor.