

Sacramento City College

Department of Science and Allied Health

PTA 152 - CLINICAL PRACTICUM II

Course Outline and Schedule - LAB 17749 - Spring 2025

Course Description:

This course provides students with the opportunity to perform delegated patient care in a physical therapy clinical setting. This is the final clinical assignment during the program. Students complete a clinical practicum of six weeks (40 hours per week) at a facility assigned by the program faculty. The placement may be in an acute, sub-acute, out-patient, skilled nursing and rehabilitation, or other type of physical therapy practice. This assignment will be at a facility which differs from the previous clinical assignments. Additionally, weekly online discussion board participation is required. The course is graded on a Pass/No Pass basis.

Class Location:	Clinical facilities as per individual student assignment and weekly online assignments on Canvas
Class Dates:	Apr 7, 2025 – May 16, 2025 (estimation to complete 240 clinical hours) unless otherwise instructed.
Class Time:	40 hours per week for the last 6+ weeks of the semester During clinical practicum, students will follow the work calendar of the clinical facility to which they are assigned.
Units:	4 units
Contact Hours:	243 hours LAB
Format:	Clinical Practicum with online components on Canvas
Prerequisites:	PTA 140, 141, and 142 with grades of "C" or better; Enrollment in Physical Therapist Assistant Program

Instructor Information & Communication Policy

Instructor:	Millie Burns, PTA, DCE
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Office:	Mohr 224
Office Hours:	By Appointment

Instructor: David Doron, PT, DPT, CSCS, CCI
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Office: Mohr 223
Office Hours: By Appointment

Textbooks

Recommended readings:

1. Davis C, Musolini. Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care, 6th ed. Slack; 2016.
2. Purtillo R, Haddad A, Dougherty, R. Health Professional and Patient Interaction. 8th ed. Saunders; 2013.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. perform in a safe manner that minimizes risk to patients, self, and others.
2. demonstrate professional behavior.
3. perform under the supervision of a physical therapist in a manner consistent with established legal standards, ethical guidelines, and standards of the profession.
4. perform therapeutic exercises, therapeutic soft tissue techniques, and airway clearance techniques in a competent manner.
5. apply integumentary repair and protection techniques in a competent manner.
6. apply physical agents, mechanical modalities, and electrotherapeutic modalities in a competent manner.
7. perform functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
8. demonstrate clinical problem solving.
9. demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.
10. adapt delivery of physical therapy services with consideration for patients' differences, within the plan of care established by the physical therapist.
11. gather data to determine progress toward goals.
12. interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
13. determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

14. complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
15. respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.
16. identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.
17. participate in the provision of patient-centered inter-professional collaborative care.
18. assess own performance and engage in self-directed learning activities to enhance clinical performance.

Course Grading

The grade (credit/no credit) for this course is determined based on student performance on the following criteria:

Misc. Assignments	15%
Three goals on Exxat (3 initial and 3 final)	10%
Discussion Board (6)– initial and reply posts	40%
Weekly Planning forms (5)	30%
Self-Assessment Paper	5%
CPI Web Midterm Eval	credit/no credit
CPI Web Final Eval	credit/no credit
<u>Reflective Practice Paper</u>	<u>credit/ no credit</u>
TOTAL	100%

Assignments:

There are two categories of Assignments – graded and credit/no credit. Graded Assignments are awarded points based on the completeness of submission, meeting the Assignment requirements, and submitted by due date. Credit/no credit Assignments are awarded their grade based on completion of assignment and submission before due date. **Any graded assignment submitted after the due date will earn zero points. All assignments are required to be submitted, even if the score is zero, in order to be eligible to pass the course. Connectivity / computer issues are not valid justifications for assignments not submitted on time. Other issues affecting submission must be submitted to the professor prior to due date and approved by the instructor.**

Graded Assignments:

1. **Miscellaneous Assignments** – There are several assignments that are required to be completed during the class. Points will be awarded based on completeness of submission and submission by due date. Full credit will be awarded for thorough completion of the assignment and submission by due date. Submissions with incomplete information will earn partial credit. Submissions after the due date will result in zero points.

List of assignments:

- a. Intro letter to clinic – CC to DCE – Send introductory letter electronically to the assigned clinics CCCE, with CC to DCE.
 - b. CI information on Exxat - Post the information for your clinical instructor, including full name, credentials (PT, PTA), email (the one the CI used for APTA Account - CPI), phone number, years' experience as clinician and CI, and percentage of time they will perform roll of CI in the Exxat software. Answer all questions to best of ability and submit (not just save).
 - c. Clinical Visit Request form – Form located on Canvas with information about student, CI, facility and specific three days and times for possible midpoint visit.
 - d. Time sheet – Each student will maintain a time sheet that is located in Canvas. The time sheet will be signed by the student and the clinical instructor and turned in to the Director of Clinical Education at the end of the clinical by due date. There must be a minimum of 240 hours completed for clinical rotation.
 - e. Student evaluation of learning experience at the clinical facility - A form is provided ("Physical Therapist Assistant: Clinical Experience and Clinical Instruction") in Canvas. This feedback is to be shared with the clinical instructor at the midpoint, and at the end of the affiliation. The evaluation must be filled out completely and signed by all parties and then returned to the school.
2. **Goals on Exxat (6 total)** - Prior to start of clinical rotation, student will submit 3 goals on Exxat that the student wants to accomplish by the conclusion of the class. At the end of the clinical, student will reevaluate how they did in accomplishing the 3 goals initially submitted.
 3. **Weekly Planning Form (5):** The student must complete the weekly planning form, which is posted on Canvas. The form must be completed, including signature of CI and student, and posted in the Canvas assignment by Sunday at 11:59pm of the first five weeks of the clinical experience.
 4. **Discussion Board:** The student must participate in the weekly discussion group each week (6) located on the PTA 152 Canvas site. The student must post one initial response to the weekly question and respond substantially (three or four sentences)₄

to two other students initial post. Failure to complete the discussion board assignments in a timely manner may result in an incomplete grade and additional required assignments. Responses must be posted before Sunday at 11:59 pm for the week of the question.

Seminar: Weekly online discussions.

Topics for the seminar will include discussion of topics such as:

- Discussion of the clinical experiences with emphasis on patient care issues; socio-cultural and psychological aspects of disease/illness, values clarification.
- Supervision, department policies and protocols, clinical judgment, performance evaluations, self-assessment.
- PT Practice Act, laws and regulations.
- Guide for Conduct, APTA function.
- Clinical topics in preparation for the licensing examination

5. **Self-Assessment Paper:** Students will write a brief (1-2) page narrative description of perception of your current strengths and needs for improvement in clinical practice following the parameters listed on Canvas and submit to Canvas assignment by the due date.

Credit/No credit portion of Assignments

1. CPI Web – The online evaluation of the student’s performance must be completed by the student and the clinical instructor. Once CI and student have completed and submitted alert DCE so it can be opened to be viewed by both CI and student.
 - a. Web CPI – Midterm – Online midterm evaluation completed and signed by CI and student for both CI evaluation of the student and student self-evaluation by the end of the third week. Be sure you use the comment section to justify your current rating. If not filled out with enough detail, you will be asked to resubmit.
 - b. Web CPI – Final - Online final evaluation completed and signed by CI and student for both CI evaluation of the student and student self-evaluation due by last day of clinical. Use the comment section to justify your ratings.

Evaluation by the clinical instructor(s) which indicates appropriate attendance and acceptable performance on the PTA Clinical Performance Instrument Web (PTA CPI 3.0). The goal for the grading criteria is to be rated at entry-level performance for all categories. The minimal grading criteria for the CPI for PTA 152 are listed below:

- **No 'significant concerns' noted at the final evaluation.**
- **Items 1-11 will be rated at Entry-level performance on the rating scale at the final evaluation.**
- **Student should be managing a full case load of an "entry-level" clinician**
- **No more than one documented safety issue during clinical rotation**

- **Comments that support scoring, with justification for scoring below entry-level. Comments are required when 'significant concerns' is checked**

Clinical affiliations are graded '**credit**' or '**no credit**' by the Director of Clinical Education at the college based on the information provided by the clinical instructor(s) in the CPI. The student must have successfully completed the PTA CPI Web training prior to their clinical affiliation and should review and understand the grading criteria. The PTA CPI Web must be completed and submitted by the clinical instructor AND the student at both the midpoint and at the end of the affiliation. Evaluations serve as an important mechanism to formally document student progress, as well as areas in need of improvement. If the student's midpoint evaluation by the clinical instructor has not been completed by week four of the clinical affiliation, the student is responsible for contacting the program coordinator for assistance in communicating with the CI to schedule the evaluation.

2. **Reflective paper assignment** – Review assignment on Canvas. At the end of the semester, students will submit an assignment on a significant event which has had an impact on their learning in the program, including, but not limited to, clinical education. The event can be either positive or negative. Students are not expected to share details of their significant events, as these are personal. However, they may do so if they wish. Assignment submission must thoroughly answer all questions posed in assignment description in Canvas. Assignment is graded 'Credit/No Credit'. Students must submit a completed assignment by the due date to earn course credit.

Determination of Final Letter Grade for Course:

The grade (credit/no credit) for this course is determined based on student performance on the following criteria:

- Completion of all Assignments
- The student must earn 85% or greater in graded portion
- Student meets the minimum requirement for clinical hours (240)
- Evaluation of student by clinical instructor is graded that student meets scoring criteria listed above

Students will receive an "incomplete" in the course if any of the required items are not turned in. The student's grade will not be posted until the DCE has received all assignments.

Students who do not successfully complete the clinical experience will receive either a grade of "**incomplete**" or "**no credit**".

Course Policies & Procedures

The following items contain detailed guidelines for course policies and procedures. Students are advised to carefully review the syllabus and all course requirements at the beginning of the semester. Additional course information can be found on Canvas.

Program Requirements:

Physical Examination, Immunizations, 2-step PPD, CPR, First Aid, flu immunization, Covid vaccine and booster and other requirements prior to clinical affiliations:

All students are required to have evidence of completion of required background check, physical examination, immunizations, PPD within the past year, current flu immunization, current Professional Level CPR, First Aid Certification, and Bloodborne Pathogen training on file with CastleBranch. Any materials that need to be updated must be provided to the program coordinator through CastleBranch. **The clinical will be canceled if required evidence is not supplied before Mar 10, 2025 at 11:59 pm.** Students are advised to maintain copies of these materials, as many clinical facilities also require the documentation. The clinical facility may require additional drug screen, COVID testing, and/or background check. It is the student's responsibility to comply with fulfilling and paying for such requirements.

Methods of Instruction:

Supervised clinical experience. Discussion board on Canvas. Conferences with the student and clinical instructor.

Dress Code:

Guidelines for appropriate professional dress for the clinical experiences are provided in the physical therapist assistant student handbook (policy and procedure manual). Students are expected to dress in accordance with the requirements of the specific clinical facility.

Note regarding course content:

This course may include discussion of issues such as race, religion, sexuality, gender and disabilities as related to course content.

Attendance:

Punctuality and regular attendance are an important part of professional behavior. Students are expected to complete all days and hours of the clinical assignment. While attending the clinical affiliation, the student will follow the schedule and holidays of the

facility. For example, if the clinic is open on a holiday, you will be expected to participate in your clinical that day. You will also need to make up the hours for the facility's scheduled holidays as you must complete a minimum of 240 hours. Weekend rotations may be required. Students need to plan for the clinical experience as if it were a job. Routine medical or personal appointments should not be scheduled during the clinical affiliation. Personal responsibilities such as childcare should be arranged in advance of the affiliation. Transportation time and method should be anticipated. Participating actively in a full-time clinical assignment requires the full energy and attention of the student, and precludes other work commitments during this period of time. Many clinics have alternative work hours (i.e. 10-hour days, beginning work times 6 am, ending work times 7 pm) and the student must attend based on clinics hours and needs. You may work alternative hours with approval of your clinical instructor and the Director of Clinical Education (DCE). A request must be made in writing to the DCE during the first week of your clinical for approval of alternative hours.

In the extraordinary event that absence or lateness is unavoidable the student must contact the clinical affiliation site before the scheduled arrival time at the clinic. This will allow the clinical instructor time to re-plan the patient care schedule. Students who will be absent from the clinical site must also **call or email the Director of Clinical Education** to report the absence. **The clinical facility and the school must be notified when any absence occurs.** Any absence must be made up as soon as possible, at the convenience of the clinical facility. Students who have absences exceeding 6% of scheduled clinical hours may be subject to being dropped from the course. If a student is absent due to an injury or infectious disease, the student must have a letter from a physician indicating safety to return if requested. **All missed clinical hours must be made up at the convenience of the facility.**

Since promptness is an important professional responsibility, three instances of lateness to the clinical affiliation will equal one absence. Students should plan to arrive at least 10 minutes early to their clinical affiliations, to allow time to get organized and be ready to begin work at the scheduled time.

Clinical affiliation assignments must be completed in full. If a student is unable to complete the full 6-week affiliation, no credit will be given and another assignment for a 6-week period will be made, subject to availability of a site. The re-assignment will typically occur during the next regular clinical affiliation cycle. Extended or repeated absence due to illness or other causes during a clinical affiliation will usually result in the student needing to withdraw from the assignment and not earn credit for the course. Students should refer to Physical Therapist Assistant Program Policy and Procedure Manual for details.

Special Accommodations:

During the class, some students may utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special needs, please let the instructor know as soon as possible if you require special accommodations. These kinds of confidential discussions are best handled during office hours or by appointment. Students can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability centers on campus. Opportunities for clinical assignment may depend on the ability of individual clinical facilities to accommodate students with disabilities.

Professional Behavior:

Health care personnel are held to high standards which include both self-initiated and self-directed learning, as well as teamwork. The instructor is a resource and facilitator of learning. Professional behavior of the adult learner includes:

- punctual attendance, respectful listening, and active participation
- turn off cell phone during class/clinical; use internet for class/clinical-related activities only
- preparation for class/clinical, readiness to be an interactive part of the learning process
- work effectively with varied patients, clinical instructors, and other clinical staff
- self-assessment of strengths and areas needing improvement in learning skills
- development of an action plan for skills improvement in collaboration with the instructor/clinical instructor, as needed
- demonstration of self-responsibility

Electronic Devices:

Personal electronic devices should not be brought into the clinic and utilized during hours in the clinical rotation.

Academic Honesty and Dishonesty:

In order to provide quality education for all students, the integrity of the learning process must be maintained. It is important that all students understand exactly what is expected and what is considered inappropriate during the teaching/learning process. Cheating and plagiarism are two types of academic dishonesty that cannot be tolerated. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

Examples of cheating include:

- Copying from someone else's test

- Submitting work that is not your own
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using material during an exam that is not allowed
- Consulting with someone, other than the instructor, during an exam
- Purposely allowing another student to copy from you during a test
- Giving your homework, term paper, or other academic work to another person to plagiarize
- Having another student submit work in your name
- Lying to an instructor to improve your grade
- Stealing tests
- Forging signatures

Examples of plagiarism include:

- Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work
- Representing another's academic work as your own
- Submitting a paper purchased from a research or term paper service

Depending on the seriousness of the infraction, a number of consequences may occur as a result of academic dishonesty. Students may receive a failing grade on the test or paper, have a course grade lowered, receive an "F" in the course, be placed on disciplinary probation or suspension, or be expelled from the program.

Site visits and general information:

During this affiliation the course instructor(s) will contact each student and clinical instructor at least once (by phone, email, or visit). For those affiliations that are at a lengthy distance from the school, students and clinical instructors are usually contacted by phone. The purpose of these visits/calls is to meet the clinical instructor(s), briefly observe the clinic environment if a visit is conducted, and to facilitate communication between the school and the personnel at the clinical site. Standard questions are asked about student progress. The visit schedule form is posted on the calendar located in Canvas. The student is expected to confirm the visit time with their Clinical Instructor and confirm the appointment with the course instructor via e-mail.

Please remember that open communication during the clinical affiliations is critical to a positive experience. Reviewing the evaluation form (CPI) with your clinical instructor early on is important in ensuring that the goals of the affiliation are clear to all parties. Bring a paper copy of the CPI with you on the first day. Assessing your own progress also helps keep you on track throughout the affiliation. If concerns arise, address them

with your clinical instructor in a timely manner. The clinical coordinator at the clinical facility may also be available to assist you. Of course, you are advised to contact the instructor at the college promptly if questions or problems arise. We cannot assist you if we are not aware that you have concerns. In addition to notifying your clinical instructor, you must contact the instructor at the college immediately (within 24 hours) if any incident occurs that impacts a patient's safety, or your own.

Although learning in new situations may be stressful at first, most clinical affiliations prove to be challenging and rewarding. Please remember that you are a guest at the clinical facility and will be there only a short time. The staff is volunteering their time and attention to assist you in your education. Your respectful positive attitude and sincere effort will help to create a worthwhile experience for yourself, your instructor(s), and the patients that you serve.

Students with difficulty meeting course objectives:

Students must successfully complete clinical practicums in accordance with established criteria. Additionally, in the clinic setting any unsafe practice, gross negligence, or unprofessional behavior is considered unsatisfactory. Performance is considered unsafe when a student's actions reflect a substantial departure from that of other students at the same level and under similar circumstances and when the student's actions have or could have resulted in harm to a patient. At no time should a student assume responsibility for patient care without the knowledge / supervision of his/her clinical instructor. A PTA student must always have on-site supervision by a PT or by a PT/PTA team. Students must never perform functions above and beyond that which are permitted by the physical therapy practice act of the State of California. If at any time a student poses a threat to the health and safety of the patients he/she cares for, the clinical instructor has the legal responsibility to remove the student from the clinical setting. A student may also be removed from the clinical setting for unsafe practice at the discretion of the Director of Clinical Education.

Performance is considered grossly negligent when a student's behavior justifies the belief that there has been a conscious disregard or indifference for the health, safety or welfare of the patient. Evidence of gross negligence will result in removal of the student from the clinical affiliation. The ability of a student to demonstrate skills commensurate with their educational level, and to maintain health, welfare and safety of patients, will be primary concerns when determining whether a student may return to a clinical setting or repeat a clinical affiliation.

Behavior is considered unprofessional when it violates the SCC Student Standards of Conduct, the professional guidelines established by the participating clinical facility, the Standards of Ethical Conduct for the PTA, and/or the provisions laid forth in the Clinical Education Handbook; including attendance, dress code, and conduct commensurate

with the generic abilities found in the Clinical Education Handbook. A student who does not exhibit professional behavior may be removed from the clinical setting at the discretion of the center coordinator of clinical education, the clinical instructor, and/or the director of clinical education.

Students who have difficulty meeting clinical objectives due to other performance difficulties will be given due process for remediation. Typically, the director of clinical education will meet with the student, clinical instructor, and center coordinator of clinical education to develop a written plan. Students who are removed from the clinical setting because of safety issues, negligence that could jeopardize the health, welfare, or safety of patients, violations of ethical or legal practice, or unprofessional behavior are subject to withdrawal from the PTA program.

Grade Appeal

Appeal Procedure

The student shall follow the appeal process herein delineated. Failure to do so may jeopardize the rights of a student to appeal a grade.

- The student must electronically* submit a completed and signed [grade appeal form](#) to the course instructor within the permitted time-period:
 - For exams, quizzes, papers, assignments, and presentations: **1 week following the date of the student receiving the grade for the assessment**
 - For practical examinations and skills check-offs: **24 hours following the assessment**
- The student should provide a reason for the grade appeal and should include any supporting documentation (excerpts from textbooks or journal articles, audio and/or video recordings, etc.) as appendices that will substantiate the student's claims.
- If the matter is not resolved with the instructor, an appeal can be made to the department chair, in accordance with the college's appeals process. The department chair does not have the authority to overturn a grade; however, the department chair can facilitate a resolution to the grade appeal.
- If the matter is not resolved at the departmental level, an appeal can be made to the division dean in accordance with the college's appeals process. The decision of the dean will be communicated to the student, the instructor, and the department.
- If the matter is not resolved within the division, the student may appeal to the Associate Vice-President of Instruction. The Associate Vice-President of Instruction or designated representative shall review the full record of the case and appeal documents. The decision of the Associate Vice-President of

Instruction is final and will be communicated to the student, the instructor, the department chair, and the division dean.

*Electronic submission provides a record of the date and time of the appeal.

Course Schedule:

Assignment to clinical facility ~40 hrs. per week from: **April 7, 2025 – May 16, 2025 (estimation of time frame to complete minimum of 240 clinical hours)**

Course Objectives:

Upon completion of this course, the student will be able to:

1. Perform in a safe manner that minimizes risk to patients, self, and others including but not limited to reviewing health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care and respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.
2. Demonstrate professional behavior.
 - a. Conduct self in a responsible manner. For example, students are punctual and dependable, present themselves appropriately, accept responsibility for their own actions, and demonstrate flexibility, initiative, and openness to feedback.
 - b. Demonstrate respect for individual differences.
 - c. Demonstrate understanding of the role of a physical therapist assistant and adhere to ethical and legal standards for practice, including but not limited to reporting any changes in patient/client status or progress to the supervising physical therapist, determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant. and contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.
 - d. Seek opportunities to learn and carry out on-going self-assessment
3. Perform under the supervision of a physical therapist in a manner consistent with established legal standards, ethical guidelines, and standards of the profession.

4. Perform therapeutic exercises, therapeutic soft tissue techniques, and airway clearance techniques in a competent manner.
5. Apply integumentary repair and protection techniques in a competent manner.
6. Apply physical agents, mechanical modalities, and electrotherapeutic modalities in a competent manner.
7. Perform functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
8. Demonstrate clinical problem solving.
9. Demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.
10. Adapt delivery of physical therapy services with consideration for patients' differences, within the plan of care established by the physical therapist.
11. Gather data to determine progress toward goals.
12. Interview patients, clients, caregivers, and family to obtain current information related to prior and current level of function and general health status.
13. Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
14. Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
15. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.
16. Identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the supervising physical therapist.
17. Participate in the provision of patient-centered inter-professional collaborative care.
18. Assess own performance and engage in self-directed learning activities to enhance clinical performance.

Changes to the Syllabus:

This course syllabus and/or class/assignment schedule is subject to change by the instructor with written notification to the students.