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Office Hours:  8:30 a.m. – 5:00 p.m.
Monday – Friday

PTA PROGRAM DEPARTMENT FACULTY AND STAFF

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PTA Clinical Manual created in 1997 by Program Director during initial program development.

Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15, 2/13/17
INTRODUCTION

The importance of clinical education in the preparation of physical therapist assistant students has been recognized since the earliest days of the profession. The clinical education experiences are integral parts of the educational process in that they provide the student with opportunities to integrate clinical practices with the basic sciences and physical therapy theories.

Clinical education experiences are designed to allow students to use acquired knowledge, attitudes and problem-solving skills to achieve more advanced knowledge, attitudes, and problem-solving skills necessary to attain professional competency. The clinical experiences are structured to provide maximum benefit and the least risk to patients, the profession, the learner and the institution where they are conducted. Students are paced to professional competency beginning with mock patient problems and clinical situations in the didactic and laboratory environments. These experiences expand through the curriculum to include full-time clinical affiliations where students are expected to develop and demonstrate performance goals and professional maturity.

Both the academic and the clinical physical therapy faculty share responsibility to define, implement and evaluate the purpose, form and content of clinical education. As the roles, responsibilities, clinical practice, and academic preparation of physical therapist assistants continue to evolve in response to changes in the health care system and society, the clinical education program must also evolve and change through ongoing evaluation and planning.

This manual is a guide for those persons who participate in the clinical education program for students in the Physical Therapist Assistant (PTA) Program at the University of Pittsburgh, Titusville Campus (UPT). The purposes of this manual are to:

1. aid in a better understanding of the objectives of the clinical education component of the PTA curriculum through inclusion of the Program’s mission, philosophy, goals and objectives;
2. increase the field faculty’s awareness of the accreditation requirements for the clinical education component of the curriculum by including the pertinent CAPTE criteria;
3. provide information about the structures and didactic content of the UPT PTA Program by including the course syllabi for the technical component;
4. provide guidance for interactions and clarification of the expectations with the student and the university;
5. provide tools for assessment and development by including the APTA documents “Guidelines for Clinical Education Site,” and “Guidelines for Center Coordinators of Clinical Education;” and finally,
6. provide sample forms of documentation to be included during the clinical affiliation including the Clinical Performance Instrument (CPI) and instruction on its use.

For your reference, sample Student Data Forms and Evaluation Forms are included in this manual. Supplements will be added and revisions will be made as appropriate.
UPT PTA PROGRAM PHILOSOPHY

The PTA Program shares the same “Statement of Philosophy” as the Department of Physical Therapy at the Pittsburgh Campus:

Comprehensive health care requires development of the health professional with broad competencies in prevention and treatment of disabilities with specific clinical skills. It is the purpose of this curriculum to prepare physical therapist assistants who are generalists, well rounded in basic and clinical sciences, critical thinking and who demonstrate excellence in physical therapy skills. Concepts of interpersonal relations and community dynamics basic to understanding the interaction of persons and their responses toward illness, disease and health care are emphasized in the curriculum which builds on the student’s liberal arts education. The graduate must be empathetic and understand the effects of disease and trauma on the psychosocial and physical performance of the individual. A comprehensive appreciation of the continually changing health care team, the consultative process, the research and the problem solving process, the role and responsibilities of supervisors and administrators, and the knowledge of basic teaching skills are essential for the physical therapist assistant who respects the dignity and worth as well as the cultural diversity of all patients. Further, the graduate must recognize the social factors and changes that influence physical therapy. The physical therapist assistant must possess reliable observational skills and must be a team player who wants to improve the profession.

The curriculum fosters a commitment to continued professional and personal development and ethical behavior. Increasing competence in clinical practice, involvement in professional associations, and dedication in his/her work are examples of the graduate’s commitment to professional growth which the curriculum hopes to instill. The curriculum is dynamic and embraces the Program’s mission and goals. It will be reviewed on an ongoing basis through various evaluations.
UPT PTA PROGRAM MISSION STATEMENT

Consistent with the University-wide and the Titusville Campus mission, the mission of the PTA Program at UPT is to graduate well-educated, competent, caring, quality-oriented physical therapist assistants who will provide physical therapy services to patients who are suffering from pain or disability, temporary or permanent, under the direct supervision of a licensed physical therapist. In order to meet this mission, the PTA Program will

- Provide a high quality physical therapist assistant educational program that produces a competent and safe clinician.
- Engage in research and scholarly activity that will advance the knowledge related to physical therapy and rehabilitation.
- Provide a positive example to its students by service and leadership to the physical therapy profession and community.

Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
PTA PROGRAM OVERALL OBJECTIVES

Upon completion of the PTA Program, the student will be able to:

Communicate
1. Communicate verbally and non-verbally with the patient, the PT, health care delivery personal and others in an effective, appropriate, and capable manner.

Individual and Cultural Differences
1. Identify, respect and act with sensitivity to individual and cultural differences in all aspect of physical therapy.

Behavior and Conduct
1. Exhibit conduct that reflects a commitment to meet or exceed the expectations of members of society receiving health care services.
2. Exhibit conduct that reflects a commitment to meet or exceed the expectations of members of the profession of physical therapy.
3. Demonstrate caring, compassion, and empathy towards others.
4. Adhere to **ALL** legal practice standards and institutional regulations related to patient care.
5. Act in accordance with The Standards of Ethical Conduct for the PTA & Guide for conduct of the PTA.
6. Demonstrate integrity in all interactions.
7. Acknowledge and accept consequences of one’s actions.
8. Seek and respond appropriately to feedback from multiple sources.

Clinical Problem Solving and Judgements
1. Within the process of patient management established by the PT, adjust or withhold intervention based on patient status as determined through observation, data collection, and interpretive processes.
2. Possess the requisite knowledge to identify situations, weigh alternatives, and select appropriate responses within the plan of care established by the PT.
3. Demonstrate problem-solving skills.
4. Participate in patient status judgments by reporting changes to supervising PT and requesting patient re-examination or revisions to interventions.

Education
1. Instruct aides, volunteers, peers, and coworkers using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.
2. Educate others about the role of the PTA.
3. Engage in acquisition of new knowledge through reliable and current resources.

Data Collection
1. Demonstrate competence in performing specific data-collection techniques as delegated by the supervising PT.
2. Perform data collection through review of the patient medical record after patient history and systems review has been performed by the PT.
3. Performs data-collection measurements with an established screening tool as delegated by the supervising PT.
4. Uses information from data collection to progress patient interventions within the plan of care established by the PT, and report changes to the supervising PT.
Plan of Care
1. Understand the plan of care established by the physical therapist’s written for the individual patient.
2. Implement delegated interventions to achieve the short- and long-term goals and outcomes identified in the plan of care.
3. Use information from data collection to monitor patient status and progress toward short- and long-term goals and outcomes, and reports to the PT who established the plan of care and when appropriate, to the supervising PT.
4. Participate in educating patients and caregivers.
5. Participate in discharge planning and follow-up.

Intervention
1. Review plan of care established by the therapist prior to initiation of intervention.
2. Provide safe interventions competently based on the plan of care established by the PT to minimize risk to the patient, self and others.
3. Implement the delegated interventions within the plan of care established by the PT, monitor the patient response and respond accordingly.
4. Recognize when interventions have been inappropriately delegated and initiate clarification and modification with the PT.
5. Modify interventions within the plan of care established by the PT in response to patient clinical indications and in compliance with state practice acts, the practice setting and other regulatory agencies.
6. Recognize when intervention should not be provided due to changing clinical conditions, and defer to the PT.
7. Provide patient-related instruction to patient, family members and caregivers to achieve patient outcomes based on the plan of care established by the PT.
8. 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.
9. Take appropriate action in an emergency in any practice setting.
10. Promote active involvement of the patient and their caregivers in their care.

Outcomes Measurement and Evaluation
1. Use data collection and communication to participate in determining a patient’s progress toward specific outcomes as established in the plan of care by the PT.
2. Participate in performance improvement activities (quality assurance) and clinical outcome audits.

Health Care Delivery Systems
1. Provide services under the direction of the PT in primary, secondary and tertiary settings.
2. Utilize human and material resources and services to provide “optimal care” with regards to high-quality, efficient and cost-effective physical therapy services based on patient goals and outcomes.
3. Interact with patients, family members, other health care providers, and community-based organizations and resources for the purpose of coordinating activities to facilitate efficient and effective patient care.
Administration
1. Supervise the physical therapy aide in patient-related activities as delegated to the aide by the PT and in non-patient care activities, as defined by the policies and procedures of the practice setting.
2. Provide accurate and timely information for billing and reimbursement purposes.
3. Participate in the organizational planning and operation of the physical therapy service.
4. Participate in the implementation of established public relation activities.

Social Responsibility
1. Demonstrate a commitment to meeting the needs of the patients and consumers.
2. Demonstrate social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
3. Participate with the PT in the provision of pro bono services.

Career Development
1. Participate in career development based on self-assessment, performance appraisals, work setting and special interests.
2. Recognize the role of the PTA in the clinical education of PT and PTA students and prepares to assume that role.
3. Participate in clinical education.

Duty
1. Support and participate in the efforts that promote physical therapy.
2. Maintain membership in the APTA.

Derived from the APTA’s A Normative Model of Physical Therapist Assistant Education: Version 2006

Revised 08/02/09, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
1.1.6. Institutional policies, procedures and practices protect the rights and privileges of persons associated with the education program. Policies and procedures are in place and practices are described for:

1.1.6.1. Privacy and confidentiality

Policies and procedures exist which identify practices by the institution to ensure the protection of the rights of students, program faculty, and patients with regard to confidentiality and privacy. These practices include, but are not limited to, student counseling and advising sessions; communication regarding academic and clinical performance; student interactions with patients; and maintenance of records. Programs that maintain medical records of students should be familiar with state laws and guidelines regarding maintenance and storage of medical records and should act accordingly.

1.1.6.2. Informed consent

The expectations of students engaged in laboratory and clinical experiences, including the role of students as subjects or as patient-simulators in laboratory and clinical experiences, are clearly delineated. Similarly, informed consent is obtained for videotaping, audiotaping, photographing, or imaging of individuals for instructional purposes. The institution and program are also responsible for informing students of the requirements of clinical facilities that may include drug testing and background investigation.

1.1.7.2. Off-campus educational experiences

Appropriate policies and procedures exist to ensure the safety of students, program faculty and members of the public when engaged in off-campus educational experiences, including laboratories, demonstrations, observations and clinical education experiences.

These safety considerations include, but are not limited to, safety of persons when dealing with body substances and hazardous materials, security and evacuation procedures, access to emergency services, and safety in the use of equipment in off-campus settings.

1.1.7.3. Student competence prior to clinical assignment

The mechanisms the program uses to ensure students are competent to perform safely prior to clinical assignment are described. In addition, the core and clinical education faculty are responsible for ensuring that patients are informed when students are involved in patient care. The mechanisms for communicating this information are described.

1.1.8. Written agreements exist for the provision of off-campus clinical experiences.

1.1.8.1. Written agreements between the institution and clinical centers are current
and delineate the responsibilities of both agencies.

An unexpired and signed written agreement, in a format acceptable to both parties, exists between the institution and each clinical facility participating in clinical education. Minimally, the written agreement states the following:

- the purpose(s) of the affiliation
- the objectives of the institution and the clinical facility in establishing the affiliation
- the rights and responsibilities of the institution and the clinical facility, including the delineation of responsibility for the evaluation and supervision of students
- the procedures to be followed in reviewing, revising, and terminating the agreement
- information about liability insurance
- student access to emergency and other health services

1.1.8.2. A process exists to ensure that students are assigned to only those facilities in which a properly executed and unexpired written agreement is in place.

Policies and procedures exist that ensure clinical facilities are not used in the clinical education program unless the written agreement has been signed by appropriate officials or representatives from each facility. The institution has a process to ensure that students are assigned only to those facilities in which there are properly executed and unexpired written agreements.

1.1.8.3. A process exists for the ongoing review of the written agreements.

Policies and procedures exist for the periodic review of written agreements. The review ensures the written agreements are current (unexpired), accurate and are adequate for the needs of the program and clinical facility.

1.3.2. The rights and privileges of the clinical education faculty are commensurate with those with similar appointments within the institution. These rights and privileges are communicated to the clinical education faculty.

All persons with ongoing clinical teaching responsibilities have rights and privileges commensurate with other clinical education faculty members in the institution. The program has mechanisms in place to ensure these rights and privileges are communicated to the clinical education faculty.

1.3.3.2. Clinical education faculty

Professional development activities for clinical education faculty are linked to the outcome of the assessments of the clinical education faculty and of the effectiveness of the clinical education program. The delivery format for clinical education faculty development activities should be appropriate to the information provided.
3.2.6. The program faculty determines that students are competent and safe to progress through the curriculum, including the clinical education component.

Program faculty document student competence, safety, and readiness to progress through the curriculum. Student progression is based on demonstrated competencies. The student is judged to be competent when able to perform components of data collection and components of interventions safely, correctly, effectively, with knowledge of indications, contraindications, precautions, and the effects of the physical therapy interventions in which the student has had classroom and/or laboratory instruction. Students receive regular documented feedback about their performance.

The objectives for each clinical education course are communicated to the clinical instructor, along with expected level of performance of students based on the courses completed prior to the clinical assignment. The curriculum prepares students to recognize in the clinical setting their own limitations and prepares students for the responsibility of upholding patient safety. Individual student objectives address students' strengths and weaknesses. Students receive a minimum of a midterm and a final evaluation in the full-time clinical education courses.

If a clinical instructor teaches the student a data collection or an intervention technique that has not been presented and practiced in the academic setting, the clinical instructor is responsible for determining that the student is safe in applying the procedure to a patient within that clinical setting. If the data collection or intervention techniques are ones in which all students in the program must be competent (Evaluative Criterion 3.3.) the program remains responsible for assuring this competence for all students.

3.3.3. Clinical Education

3.3.3.1 The clinical education component of the comprehensive curriculum includes organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes integrated experiences and full-time terminal experiences.

The program of clinical education is formally designed and coordinated within the curriculum. The program describes a rationale for the design of the clinical education portion of the curriculum including the placement of the clinical experiences with the didactic course work.

3.3.3.2 Clinical experiences selected by the program provide students with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting.

Clinical experiences required of students are based on the type of supervision required, the variety of experiences needed, and the complexity of clinical problem solving to be accomplished. The collective clinical education experience for individual students include opportunities in patient care and teaching, as well as opportunities for students to observe and participate in other aspects of clinical practice, such as quality assurance activities.
The length of each clinical experience is documented in weeks and in hours of clinical education per week. The program has sufficient clinical education contact hours, ranging from 520 to 720 contact hours, for students to develop competency in the provision of selected components of intervention and in components of data collection techniques as directed in the plan of care developed by the physical therapist.

4.1.6. Clinical education program

The program has a formal, documented assessment of the clinical education program as a whole to determine the adequacy of clinical education in meeting the mission and objectives of the program and the needs of the students. As an important aspect of the entire curriculum review, special emphasis is placed on the adequacy of the clinical education aspect of the curriculum. This assessment is linked to the evaluation of the variety of sites, the quality of student supervision, the availability of learning experiences in all practice settings and the communication among and between all involved individuals associated with the program.

4.1.12. Clinical education faculty

Clinical education faculty are evaluated in those years during which they have clinical education responsibilities in the program. The evaluation is based on a variety of collected data. The program uses the results of the evaluation to determine the clinical education faculty development activities.

Excerpts from APTA PTA Evaluative Criteria
UNIVERSITY OF PITTSBURGH TITUSVILLE

PHYSICAL THERAPIST ASSISTANT PROGRAM

INTRODUCTION TO PHYSICAL THERAPY
PHYSTA 0110

Spring

COURSE DESCRIPTION

This course introduces the PTA student to many aspects of physical therapy including the PT/PTA relationship, communication, the history of physical therapy, the function of the APTA, CAPTE, FSBPT, scope of practice, ethics and values, laws and standards affecting physical therapy, health care team roles, professional development, evidence-based practice, cultural & global competence, documentation, liability, confidentiality, basic administration principles, problem solving methods, continuous quality improvement and universal precautions. Students will learn and demonstrate competency in patient care and safety skills; including draping and bed mobility, positioning and body mechanics, transfer skills, gait and wheelchair training. Students will also learn about their own work orientation, learning style and the Core Values of the PTA profession.

PREREQUISITES

2.0 GPA and C- in all prior courses in the PTA curriculum. Restricted to students admitted to the PTA program.

COURSE CREDITS

3 credits

CLOCK HOURS

37.5 hours

COURSE SCHEDULE

This course meets from 8:00 - 9:15 am on Monday & Wednesday in the PTA lab in the basement of Haskell Memorial Library.
COURSE OBJECTIVES

The student will be able to:

1. Identify / demonstrate the Core Values of the PTA profession.
2. Explain the ethical principles (including confidentiality) which guide the physical therapy profession.
3. Utilize problem-solving skills to implement solutions to medical problems.
4. Explain the scope of practice of the Physical Therapist Assistant.
5. Explain the function of the American Physical Therapy Association (APTA).
6. Explain the PT/PTA relationship including the importance of good communication.
7. Explain the laws pertaining to the practice of physical therapy.
8. Demonstrate appropriate universal precaution/infection control techniques.
9. Explain basic administrative principles and practices as they relate to physical therapy.
10. Demonstrate the ability to document services rendered.
11. Demonstrate a thorough understanding of the plan of care, including short and long-term goals.
12. Explain the functions of the members of the health care team.
13. Demonstrate the ability to communicate, teach and provide psychosocial support that includes awareness of individual and cultural differences.
14. Demonstrate the ability to teach:
   i. gait training techniques with and without assistive devices.
   ii. wheelchair mobility skills.
   iii. transfer training techniques
   iv. body mechanic techniques
   v. bed mobility techniques
   vi. positioning and draping techniques
   vii. aquatic therapy techniques
15. Demonstrate the ability to document the skills in 14.
16. Discuss the safety measures necessary for any of the above treatments/examinations.
17. Participate in professional reading and other self-directed learning activities.
18. Complete environmental inspection.
19. Describe the rationale for medical documentation.
20. Define and describe cultural and global competence in all aspects of course objectives.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lectures, projects, and hands-on lab experiences. Students will be required to successfully complete written examinations and achieve at least a C (75% minimum average final grade) in this course (2.5 GPA in core PTA courses) before progressing to PTA Principles and Procedures 2. See PTA Student Handbook.

Students are prohibited from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.
“To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.

**COURSE SCHEDULE**

See [http://courseweb.pitt.edu](http://courseweb.pitt.edu) for course schedule/outline, ongoing assignments, quizzes, questions, interactive e-mail, etc. These are listed under the Course Documents tab.

**METHOD OF EVALUATION**

**ATTENDANCE/PROFESSIONAL DEEMANOR: MANDATORY (SEE PTA STUDENT HANDBOOK ATTENDANCE POLICY ACAD.9)**

WRITTEN EXAMS 56% (450 points)  
QUIZZES 10% (80 points)  
ASSIGNMENTS 28% (231 points) **MANDATORY COMPLETION OF ALL**  
PROJECTS 6% (50 points)

ABILITY TO DEMONSTRATE SKILLS LEARNED THROUGH PEER COMPETENCIES ASSESSED WITH COMPETENCY EXAMINATIONS DURING PHYSTA 0221 LAB.

**COURSE ASSESSMENT SCHEDULE**

Core Values Assignment (10 points)  
History of PT Assignment (30 points)  
Exercise # 5, p 40-41 (12 points)  
Exercise # 1 p 78 (19 points)  
Exercise # 4 p 102-103 (17 points)  
Exercise # 1 p 126 (18 points)  
Quiz # 1 (20 points)  
Examination #1 (100 points)  
Scope of Practice Assignment (20 points)  
State Presentations (20 points)  
Cultural Competence Assignment (25 points)  
Quiz # 2 (20 points)  
Class Presentations (10 points)  
Ethic Assignment (10 points)  
Examination # 2 (100 points)  
ADA Assignment (25 points)  
Home Assessment (15 points)  
Quiz # 3 (20 points)  
Quiz # 4 (20 points)  
Examination #3 (100 points)  
Examination #4 (150 points)  
EBP Paper (50 points)
Grading Scale:

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<td>98.000-100.00</td>
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<td>795-811</td>
<td>80.000-82.999</td>
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</table>

Total points possible 811 with 75% or 608 points needed to pass.

* See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.

REQUIRED TEXTBOOKS


RECOMMENDED TEXTBOOKS

Mosby Medical Dictionary, Mosby, 8th ed. 2008

Introduction to Physical Therapy for Physical Therapist Assistants (2nd ed), Olga-Dreeben-Irimia, Jones and Bartlett, 2011.

COURSE INSTRUCTORS

Joyce Carbaugh, PTA A.C.C.E., Instructor
Office: (814)827-5670 E-mail: carbaugh@pitt.edu

Dr. Karen Guth, MSPT, DPT PTA Program Director
Office: (814) 827-4445 E-mail: kguth@pitt.edu

Academic Integrity Policy:

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of zero score for the quiz, written exam, competency exam or paper will be imposed.
Disability Considerations:

* If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, (814) 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus subject to change without notice.

Revised 6/11/12, 12/31/12, 2/13/17
COURSE DESCRIPTION

This course includes instruction in therapeutic massage, application of therapeutic modalities, and therapeutic exercise. Students also receive instruction in basic wound care sterile technique, pain assessment, vital sign assessment, anthropometric measurement assessment and safety assessment. Students learn how to document services rendered, participate in discharge planning, provide psychosocial support, and educate patients and families. Emphasis is placed on communication skills and ethical practice. Successful completion of written and competency exams, quizzes and assignments is required to pass this course. See the PTA Student Handbook.

PREREQUISITES

2.0 GPA and C- in all prior courses in the PTA curriculum. Restricted to students admitted to the PTA program.

COURSE CREDITS

3 credits

COURSE SCHEDULE

Lecture meets from 9:30 a.m. – 10:45 a.m. on Monday and Wednesday in the PTA Lab in the Haskell Memorial Library Room G11.
Lab will meet from 1:00 p.m. – 4:20 p.m. on Wednesday’s in the PTA Lab Room G11

CLOCK HOURS

Lecture: 37.5 hours
Lab: 50 hours

This class and lab will start and conclude promptly at the scheduled times.
DO NOT enter the class/lab room after the scheduled start time without permission of the course instructor. (See PTA Program secretary).
DO NOT leave and disrupt the class/lab unless you have an emergency without the permission of the course/lab instructor.
Permission to return to the class/lab is up to the discretion of the course instructor.

COURSE OBJECTIVES

Overall: The student will be able to implement modalities and basic therapeutic exercise as delegated by the Physical Therapist.
At the end of this course, student will be able to safely/competently:
1. Perform therapeutic massage
   a. implement the above therapy
   b. list the indications, precautions and contraindications of the above therapy
2. Explain the therapeutic effects of
   a. Ultrasound
   b. biofeedback
   c. compressive therapies
   d. cryotherapy modalities
   e. electrical stimulation
   f. hydrotherapy
   g. phototherapies
   h. superficial thermal modalities
   i. shortwave diathermy
   j. traction (manual and mechanical)
   k. iontophoresis/phonophoresis
3. Implement the modalities listed in number 2 above
4. List the indications for modalities listed in number 2 above
5. List the contraindications for modalities listed in number 2 above
6. Perform the following therapeutic exercises and identify indications, precautions and contraindications for each:
   a. active assistive range of motion
   b. active range of motion
   c. passive range of motion
   d. progressive resistive exercise
   e. aerobic exercises
   f. stretching exercises
7. Demonstrate appropriate sterile technique/infection control while performing wound dressing.
8. Utilize proper body mechanics while providing patient care.
9. Drape patients appropriately while providing physical therapy interventions.
10. Appropriately position a patient to optimize effectiveness of a given physical therapy intervention.
11. Demonstrate appropriate anthropometric measurement assessment.
12. Assess a patient’s pain utilizing various methods.
13. Assess a patient’s vital signs (blood pressure, pulse, respiration rate, oxygen saturation and integumentary status).
14. Assess equipment, environment, patient and therapist safety and implement appropriate actions to maximize safety.
15. Participate in professional reading and literature review.
16. Demonstrate integration/competence in previously learned objectives from the PTA curriculum, including Core Values.
17. Define and describe cultural and global competence in all aspects of course objectives.
18. Define, describe and document motion restrictions and tone abnormalities as seen in various patient populations.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lectures, assignments, group discussions and hands-on lab experiences. Students must read all required readings prior to class and participate in class discussions. Students will be required to successfully complete written and competency examinations and achieve at least a C (75% minimum overall final grade) this course and 2.5 overall GPA in core PTA courses.
before progressing to Principles and Procedures 2. All competency examinations must be passed with an 85% or higher score. See PTA Student Handbook; POLICY ACAD. 1 Academic Requirements.

See http://courseweb.pitt.edu/courses for course schedule, ongoing assignments, written examinations, competency examinations, quizzes, questions, interactive e-mail, class changes, etc.

Students are PROHIBITED from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

METHOD OF EVALUATION

ATTENDANCE/PROFESSIONAL DEMEANOR: Mandatory (See PTA Student Handbook regarding attendance Policy ACAD.9) STRICTLY ENFORCED

WRITTEN EXAMS 53% (450 points)
COMPETENCY EXAMS 35% (300 points)
ASSIGNMENTS (Mandatory completion of all) 9% (75 points)
QUIZZES 2% (20 points)

Peer Competencies (Mandatory completion prior to competency examinations)
PARTICIPATION IN CLASS DISCUSSIONS (Mandatory)

COURSE ASSESSMENT SCHEDULE

Quiz 1 (5 points) 1/14/13
Quiz 2 (5 points) 1/23/13
Exam 1 (100 points) 1/28/13
Comp Exam 1 (75 points) 1/30/13
Quiz 3 (5 points) 2/18/13
Exam 2 (100 points) 3/04/13
Comp Exam 2 (75 points) 3/6/13
Quiz 4 (5 points) 3/25/13
Exam 3 (100 points) 4/8/13
Comp Exam 3 (75 points) 4/10/13
Final Cumulative Final Exam (150 points) Week of 4/22/13
Final Cumulative Comp Exam (75 points) Week of 4/22/13
Assignments (75 points) and Peer Competencies due as per course web schedule

TOTAL POINTS POSSIBLE: 845, WITH 633 POINTS NEEDED TO PASS THIS COURSE (75% of total points)
Grading Scale

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*See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.

REQUIRED TEXTBOOKS


Physical Agents in Rehabilitation, (4th Ed.), Cameron, Michelle, W.B. Saunders, 2013

COURSE INSTRUCTORS

Dr. Karen Guth, MSPT, DPT
Assistant Professor and
PTA Program Director
Office: 814-827-4441
e-mail: kguth@pitt.edu

Joyce Carbaugh B.S. PTA
ACCE, Instructor
Office: 814-827-5670
e-mail: carbaugh@pitt.edu
Academic Integrity Policy

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, written exam, competency exam or paper will be imposed.

Disability Considerations

*If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus subject to change without notice.
Revised 11/03/11, 12/10/11, 12/10/12, 2/13/17
UNIVERSITY OF PITTSBURGH TITUSVILLE

PHYSICAL THERAPIST ASSISTANT PROGRAM

APPLIED KINESIOLOGY

HRP 0410
Spring

COURSE DESCRIPTION
This course covers neuromusculoskeletal anatomy and physiology in depth. Students are introduced to the analysis of human movement based on knowledge of neuromusculoskeletal anatomy and physiology.

PREREQUISITES
C- or better in Human Anatomy & Physiology 1 lecture and lab (BIOSC 0212, 0214), Math 0031 (Algebra), and Intro to Science for the Health Professionals (HRP 0184). 2.0 GPA and C- in all pre-technical courses in the PTA curriculum. Restricted to students admitted to the PTA program.

COREQUISITE
HRP 0411 Applied Kinesiology Lab

COURSE CREDITS
3 credits

CLOCK HOURS
37.5 hours

COURSE SCHEDULE
This course meets for lecture from 1:00 – 2:15 pm Tuesday and Thursday in the PTA Lab in the basement of the Haskell Memorial Library.

This class will begin promptly at the scheduled time of 1:00 pm and conclude at 2:15 pm. DO NOT enter the classroom after 1:00 pm without the permission of the course instructor (see PTA Program secretary) DO NOT leave and disrupt the class unless you have an emergency. Permission to return to the classroom is up to the discretion of the course instructor.

COURSE OBJECTIVES
At the end of this course, the student will be able to accurately:

1. Define the following:
   a. reference positions
   b. types of motions
c. planes of motion
d. axes

2. Label:
a. the bones of the skeletal system
b. the significant landmarks of the skeletal system

3. Describe bone:
a. anatomy
b. physiology
c. function

4. Describe joint:
a. anatomy
b. type
c. mechanics
d. end feels (normal, abnormal)

5. Describe muscle:
a. proximal and distal attachments
b. action
c. innervation

6. Describe normal muscle:
a. anatomy
b. physiology
c. function

7. Label the anatomical components of the human nervous system.

8. Describe normal nerve:
a. anatomy
b. physiology
c. function


10. Describe sensory pathways.

11. Describe the following principles as they relate to the human body:
a. center of gravity
b. lever systems
c. inertia
d. acceleration
e. action-reaction
f. force

12. Describe normal movement of the human body.

13. Describe the mechanics of the forces imposed by muscles acting upon a given joint in the human body.

14. Describe common abnormal movements used as compensation during specific tasks.

15. Identify joint:
a. hypomobility
b. hypermobility

16. Recognize gait problems caused by faulty biomechanics.

17. Demonstrate safety in biomechanics for self and patient.

18. Participate in professional reading and other self-directed learning activities.

19. Demonstrate integration/competence in previously learned objectives from the PTA curriculum, including Core Values.
20. Describe musculoskeletal pathologies that result from abnormal posture and biomechanics.
21. Describe joint (TMJ, ankle/foot, knee, hip/pelvis, spine, shoulder, elbow, wrist/hand) musculoskeletal pathology/disease and appropriate PTA rehabilitation intervention to address each pathology/disease.
22. Define and describe total joint arthroplasty of the hip, knee and shoulder and rehabilitation interventions for each.
23. Define normal posture and various assessment procedures.
24. Define common postural deficits and rehabilitation interventions to correct each.
25. Define and describe normal gait patterns at all phases of the gait cycle.
26. Define and describe normal abnormal gait patterns at all phases of the gait cycle and rehabilitation interventions for each.
27. Define and describe normal and abnormal respiratory function and rehabilitation interventions.
28. Define and describe cultural and global competence in all aspects of course objectives.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lectures, projects, class discussions and hands-on experiences. Students are required to read the required readings prior to class and participate in class discussions. Students will be required to achieve at least a C in this course (75% minimum average final grade) and 2.5 overall GPA in core PTA courses before progressing to PTA Clinical Education 1. See PTA Student Handbook.

See http://courseweb.pitt.edu/courses for course schedule listed in Course Documents section, ongoing assignments, quizzes, questions, interactive e-mail, etc.

Students are PROHIBITED from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student will be asked to leave the class. The student would be responsible for any missed work.

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

METHOD OF EVALUATION

ATTENDANCE AND CLASS PARTICIPATION: MANDATORY (See PTA Student Handbook regarding attendance Policy ACAD.9) STRICTLY ENFORCED
WRITTEN EXAMS: 75% (450 POINTS)
QUIZZES: 17% (100 POINTS)
MAJOR PROJECT (TERM PAPER): 8% (50 POINTS)
PARTICIPATION IN CLASS DISCUSSIONS (Mandatory)
COURSE ASSESSMENT SCHEDULE

Quiz #1 (5 points) 1/15/13
Quiz #2 (5 points) 1/22/13
Quiz #3 (5 points) 1/29/13
Quiz #4 (10 points) 2/5/13
Exam #1 (100 points) 2/7/13
Quiz #5 (10 points) 2/14/13
Quiz #6 (5 points) 2/19/13
Quiz #7 (10 points) 2/21/13
Quiz #8 (10 points) 2/26/13
Exam #2 (100 points) 3/7/13
Quiz #9 (5 points) 3/21/13
Quiz #10 (10 points) 3/26/13
Quiz #11 (5 points) 3/28/13
Quiz #12 (10 points) 4/2/13
Exam #3 (100 points) 4/4/13
Quiz #13 (10 points) 4/11/13
Major Project (50 points) DUE BY 4/4/13
Cumulative Final Exam (150) points Week of 4/23/13

600 TOTAL POINTS POSSIBLE, 450 POINTS NEEDED TO PASS (75% of total)

Grading Scale

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* See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.

* REQUIRED TEXTBOOKS


COURSE INSTRUCTORS

Dr. Karen Guth, MSPT, DPT
Work: 814-827-4445 or 814-827-4441
e-mail: kguth@pitt.edu

Joyce Carbaugh, ACCE, PTA
Work: 814-827-5670 or 814-827-4441
e-mail: carbaugh@pitt.edu
Academic Integrity Policy

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, written exam, competency exam or paper will be imposed.

Disability Considerations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus/schedule subject to change without notice.

Revised 11/03/11, 12/10/11, 12/18/12, 2/13/17
UNIVERSITY OF PITTSBURGH TITUSVILLE

PHYSICAL THERAPIST ASSISTANT PROGRAM

APPLIED KINESIOLOGY LAB

HRP 0411
Spring

Course Description

This course provides lab instruction for topics covered in Applied Kinesiology lecture 0410. The lab covers neuromuscular skeletal anatomy, physiology, biomechanics and kinesiology in depth. Students are introduced to the analysis of human movement based on knowledge of neuromusculoskeletal anatomy and physiology.

Prerequisites

C- or better in Human Anatomy and Physiology 1 lecture and lab (BIOSC 0212, 0214), MATH 0031 (Algebra) and Intro to Science for Health Professionals (HRP 0184). 2.0 GPA and C- in all pre-technical courses in the PTA curriculum. Restricted to students admitted to the PTA program.

Corequisite

HRP 0410 Applied Kinesiology

Course Credits:

1 Credit

Clock Hours

30 hours

Course Schedule

This lab meets from 2:30-4:30 p.m. on Thursdays in the PTA Lab (G11) in the basement of Haskell Memorial Library. Lab attire is required (refer to PTA handbook).

This lab will begin promptly at the scheduled time of 2:30 pm and conclude at 4:30 pm. DO NOT enter the lab after the scheduled start time without the permission of the course instructor(s). (see PTA Program secretary) DO NOT leave and disrupt the lab session without the permission of the lab instructor(s)
Course Objectives

At the end of this course, the student will be able to:

1. Demonstrate:
   a. reference positions
   b. types of motions
   c. planes of motion
   d. axes of motion
   e. skeletal system landmarks
   f. muscular system palpation
2. Describe and demonstrate:
   a. center of gravity
   b. lever systems
   c. inertia
   d. acceleration
   e. deceleration
   f. action – reaction
   g. force
3. Describe and demonstrate normal movement of the human body.
4. Describe and demonstrate abnormal movements used as compensation during specific tasks.
5. Describe and demonstrate joint hypomobility and hypermobility.
6. Describe and demonstrate normal body mechanics and gait dysfunction caused by faulty biomechanics.
7. Describe and demonstrate normal posture and common abnormal postural deficits.
8. Describe and demonstrate normal gait and common abnormal gait dysfunctions associated with pathology.
9. Describe and demonstrate normal respiratory function and common abnormal dysfunction associated with pathology.
10. Describe and demonstrate common musculoskeletal physical problems and functional impairments in the following areas:
    a. spine
    b. hip and pelvis
    c. knee
    d. foot and ankle
    e. shoulder complex
    f. elbow and forearm
    g. wrist and hand
    h. temporomandibular joint
    i. total hip and knee replacement
11. Describe demonstrate and role play appropriate rehab treatment, progression and desired outcome as outlined in the plan of care for the above disorders.
12. Describe and demonstrate contraindications, indications, precautious and safety measures for treatments of the above disorders.
13. Describe, demonstrate, role play appropriate home exercises for the above disorders.
14. Define and describe cultural and global competence in all aspects of course objectives.
Instructional Strategies

This lab will be instructed through group activities, role-play and hands-on lab experiences.

Students will be required to successfully complete competency examinations and achieve of at least a C in this course (75% minimum average final grade) and overall 2.5 GPA in the PTA Core courses per PTA Student Handbook.

See [http://courseweb.pitt.edu](http://courseweb.pitt.edu) courses for course schedule, assignments, information, e-mail, etc.

Students are **PROHIBITED** from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. **If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.**

“**To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.**”

Method of Evaluation

Attendance / Professional Demeanor/Participation: **Mandatory (See PTA Student Handbook regarding attendance Policy ACAD.9)**

Competency Exams 92% (300 points)
Lab book assignments 8% (25 points)

**All competency examinations must be passed with a score of 85% or higher. See PTA Student Handbook regarding Grading Policies.**

Grading Scale

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See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.
Course Assessment Schedule

Comp Exam 1 (75 points) 2/7/13
Comp Exam 2 (75 points) 3/7/13
Comp Exam 3 (75 points) 4/4/13
Lab Book Assignments (25 points) 4/18/13
Final Cumulative Comp Exam (75 points) Week of 4/22/13

Required Textbooks


Course Instructors:

Dr. Karen Guth, MSPT, DPT
Assistant Professor and
PTA Program Director
Office: 814-827-4445
e-mail: kguth@pitt.edu

Joyce Carbaugh, BS, ACCE
Instructor and ACCE
Office: 814-827-5670
e-mail: carbaugh@pitt.edu

Academic Integrity Policy

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Disability Considerations

* If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus subject to change without notice.

Revised 10/12/11, 12/10/11, 12/18/12
UNIVERSITY OF PITTSBURGH TITUSVILLE

PHYSICAL THERAPIST ASSISTANT PROGRAM
PRINCIPLES AND PROCEDURES 2
PHYSTA 0222
Summer

COURSE DESCRIPTION

This course instructs the student in basic data collection skills (goniometry, manual muscle testing, flexibility, sensation, reflexes, segmental length/girth/volume, endurance, pain, balance and coordination) and activities of daily living that may be delegated according to the plan of care established by the physical therapist. Students receive further instruction on therapeutic exercise, psychosocial support, patient/family education, ethics, communication, and documentation. Successful completion of the written and competency exams is required to pass this course. See the PTA Student Handbook.

2.0 GPA and C- in all pretechnical courses and 2.5 GPA in all prior PHYSTA and HRP courses. Restricted to students accepted into the PTA program.

COURSE CREDITS

4 credits

CLOCK HOURS

Lecture: 24 hours
Lab: 32 hours

COURSE SCHEDULE

Lecture meets from 9:00 A.M.-Noon Monday through Thursday in the PTA Lab in the basement of the Haskell Memorial Library. Lab will meet 12:30 – 4:30 pm Monday and Wednesday in the PTA Lab. Students should be dressed for lab activities at all times due to the nature of the material being covered this semester.

COURSE OBJECTIVES

The student will be able to:

1. Accurately measure and document the following components of data collection as delegated by the physical therapist and outlined in the plan of care:
   a. range of motion for all joints
   b. muscle strength for all muscles
   c. flexibility
   d. aerobic capacity and endurance for activity
   e. balance
   f. ability to perform activities of daily living
   g. pain and cognitive status
   h. sensation
   i. anthropometric characteristics
j. muscle tone
k. coordination

Demonstrate appropriate safety techniques with the above data collections.

2. Demonstrate therapeutic exercise skills related to strength, endurance, range of motion, balance, coordination, and gait.

3. Observe and document muscle, joint and soft tissue characteristics.

4. Participate in professional reading and other self-directed learning activities to complete assignments.

5. Demonstrate the ability to communicate, teach and provide basic psychosocial support for patient/families.

6. Demonstrate an awareness of individual and cultural differences.

7. Demonstrate the ability to document services rendered including progress note and home instruction.

8. Demonstrate a thorough understanding of an individual’s plan of care, short and long-term goals established by the physical therapist.

9. Demonstrate integration and competence in previously learned objectives from the PTA curriculum, including Core Values.

10. Define and describe cultural and global competence in all aspects of course objectives.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lectures, projects, and hands-on lab experiences. Students will be required to successfully complete written and competency examinations and achieve at least a C in this course (75% minimum average final grade) and overall 2.5 GPA in core PTA courses before progressing to PTA Clinical Education 1. See PTA Student Handbook. All competency examinations must be passed with an 85% or higher score. See PTA Student Handbook; POLICY ACAD. 1 Academic Requirements.

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METHOD OF EVALUATION

ATTENDANCE AND PROFESSIONAL DEEMANOR: Mandatory (See PTA Student Handbook regarding attendance Policy ACAD.9) STRICTLY ENFORCED

WRITTEN EXAMS 42% (200 POINTS)
COMPETENCY EXAMS 47% (225 POINTS)
ASSIGNMENTS (Mandatory completion of all) 11% (50 POINTS)
Peer Competencies (Mandatory completion prior to competency examinations)
Participation in Class Discussions (Mandatory)

COURSE ASSESSMENT SCHEDULE

Exam 1 (50 points) 5/14/12
Comp Exam 1 (75 points) 5/17/12
Exam 2 (50 points) 5/21/12
Comp Exam 2 (75 points) 5/24/12
Final Cumulative Comp Exam (75 points) 5/30/12
Final Cumulative Exam (100 points) 5/31/12
Assignments 1-10 (5 points each) and Peer Competencies due as per course web schedule

TOTAL POINTS POSSIBLE: 475, WITH 356 POINTS NEEDED TO PASS THIS COURSE
(75% OF TOTAL POINTS)

Grading Scale:

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REQUIRED TEXTBOOKS


COURSE INSTRUCTORS

Dr. Karen Guth, MSPT, DPT
Assistant Professor and PTA Program Director
Work: 814-827-4445
kguth@pitt.edu

Joyce Carbaugh, BS, PTA
ACCE, Instructor
Work: 814-827-5670
carbaugh@pitt.edu
Academic Integrity Policy:

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, written exam, competency exam or paper will be imposed.

Disability Considerations:

*If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus subject to change without notice.

Revised 06/15/10, 03/21/12, 12/31/12, 2/13/17
COURSE DESCRIPTION

This course provides the student their first full-time clinical experience.

COURSE CREDITS

4 credits

CLOCK HOURS

160 hours

COURSE SCHEDULE

Students are scheduled in the clinic for 160 hours. Time schedules are determined by the clinical facility.

COURSE OBJECTIVES

The student will be able to:

1. Recognize the signs and symptoms of a patient who requires immediate attention in a clinical emergency.
2. Demonstrate the ability to document services rendered, including progress note and home instruction demonstrating through understanding of the plan of care and short and long-term goals.
3. Demonstrate professional behavior as described in the Core Values and more specifically:
   a. Define his/her professional identity.
   b. Define his/her personal and professional values that underlie his/her behavior as a student physical therapist assistant.
   c. Define his/her role as a future physical therapist assistant.
   d. Describe the role that the Code of Ethics and Guide for Professional Conduct play in professional ethical dilemma resolution.
   e. Demonstrate effective written, oral, and non-verbal communication throughout the course, especially as it relates to the physical therapist.
   f. Demonstrate effective interpersonal relationships and professional demeanor.
   g. Describe aspects of organizational planning and operation of clinical facility with all members of health care team.
4. Explain how an impairment, movement dysfunction, or disability affects people and how the health professional plays a significant role in the recovery, adjustment, and/or dying.
5. Demonstrate the ability to respond to emergency situations.
6. Demonstrate the ability to apply a modality as prescribed by the therapist.
7. Monitor changes in vital signs and cognition.
8. Demonstrate compliance with universal precautions.
9. Demonstrate the ability to appropriately position and drape a patient.
10. Provide standard gait training with and without assistive devices in a safe and efficient manner.
11. Provide body posture and body mechanics training.
12. Provide patient transfers in a safe and efficient manner.
13. Maintain the treatment area, supplies, and equipment in a safe and efficient manner.
14. Actively pursue the opportunity to learn new techniques, refine present skills, and use free time productively, including reading health care literature.
15. Modify behavior in response to feedback from patient and/or clinical supervisor.
16. Provide instruction on wheelchair mobility.
17. Provide bed mobility training.
18. Apply, as per the plan of care developed by the physical therapist, assess outcomes, and document the following physical agents:
   a. non-thermal agents
   b. biofeedback
   c. compression therapies
   d. cryotherapy
   e. electrotherapeutic agents
   f. hydrotherapy
   g. superficial and deep thermal agents
   h. traction
19. Provide therapeutic massage.
20. Provide range of motion exercise.
21. Provide basic wound care, dressing, and bandaging.
22. Perform the following data collection skills/interventions related to:
   a. joint range of motion with goniometer
   b. flexibility
   c. endurance to activity
   d. balance
   e. functional activity / ADLs
   f. pain status
   g. skin condition and integrity
   h. sensation
   i. gait
   j. posture
   k. vital signs
   l. manual muscle testing/strength tone and mass.
   m. coordination
23. Demonstrate the ability to communicate, teach and provide basic psychosocial support that includes awareness of individual and cultural differences.
24. Demonstrate integration and competence in previously learned objectives from the PTA curriculum, including Generic Abilities.
25. Participates in patient, family, caregiver education as directed by the P.T.
26. Present an in-service education program to the professional staff or the community.
TEACHING METHODS AND LEARNING EXPERIENCES

This course is a hands-on clinical experience.

The student will also complete a project choosing between a daily journal, weekly abstracts or weekly case studies and present an in-service on a topic agreed upon between the student and the clinical instructor. Student will be required to achieve at least a Satisfactory (S) grade in this course and 2.5 overall GPA in core PHYSTA courses before proceeding to Principles and Procedures 3 and 4.

Cell phones are strictly prohibited from all clinical sites. They may be accessed only during scheduled breaks, such as lunch, never while the student is on the clinical unit. Violation of this policy is a breach of ethical conduct and will result in an unsatisfactory grade for the clinical experience or forfeiture of grade if violation occurs during an exam.

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

See PTA Student Handbook for clinical policies and procedures and http://courseweb.pitt.edu/courses/01156927 for ongoing assignments, questions, interactive e-mail, etc.

Health and Criminal Background Clearances
This course requires that you complete a clinical experience component with clients in a long-term setting. The UPT PTA Program and these external facilities require that you pass a criminal background check, an Act 33/34 clearance and health requirements (including a drug screen as required) to participate in these clinical experiences.

METHOD OF EVALUATION

ATTENDANCE:
Mandatory, 160 hours required for completion of Clinical Education 1 (See PTA Student Handbook for attendance Policy ACAD.9)

CLINICAL GRADING:

- APTA’s 20 Criterion, hand written, PTA Clinical Performance Instrument (CPI)
- Daily journal, weekly abstracts or weekly case studies and presentation of an in-service
- Compliance with PTA Program Policies regarding safety awareness/practice, ethical behavior/practice and legal behavior/practice in the clinical setting (See PTA Student Handbook for applicable policies)

Clinical Education grade is determined by achieving a minimum grade of Satisfactory (S) on the APTA’s 20 criterion, hand written, PTA Clinical Performance Instrument (CPI), satisfactory completion of assigned projects; daily journal, weekly abstracts or weekly case studies, in-service
presentation, and compliance with the program/clinical site policies regarding safety awareness/practice, ethical behavior/practice and legal behavior/practice in the clinical setting.

Grading Scale:

**Honors (H):** exceeds the minimum performance standard on all CPI criterions  
**Satisfactory (S):** meets the minimum performance standard on all CPI criterions  
**Unsatisfactory (U):** does not meet the minimum performance standard on all CPI criterions

A learning contract may be initiated for an Unsatisfactory (U) clinical performance. A copy of the learning contract will be placed in the students file.

**CPI GRADING**

**POLICY CLIN.ED.12**

**POLICY:**

The University of Pittsburgh at Titusville PTA Program utilizes the APTA’s 20 Criterion, hand written, PTA Clinical Performance Instrument (CPI) to assist in fair grading of the clinical component of the curriculum. The clinical education course grades, utilizing the 20 criterion CPI, is based upon the student’s progressive attainment of performance standards from the initial Clinical Education 1 to Clinical Education 2 to the final Clinical Education 3 as described on the CPI.

**PROCEDURE:**

The Clinical Instructor (CI) and the ACCE uses the following visual analog scale to objectify the CPI data:

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<table>
<thead>
<tr>
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</table>
1  | 2 | 3 | 4 | 5 |
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**GRADING SCALE (Minimum Performance Standard)**

Level 1: Beginning Performance  
Level 2: Advanced Beginner Performance  
Level 3: Intermediate Performance  
Level 4: Advanced Intermediate Performance  
Level 5: Entry-Level Performance

Anchor definitions for each level of performance as defined by the APTA are provided to the student and clinical instructor as an addendum *** to the syllabus and available in the programs Clinical Education Manual. Descriptions and examples of each CPI criterion are listed on the APTA’s 20 criterion hand written PTA CPI.

The table on the following pages identifies the minimum performance standards for each CPI criteria at the midterm and final.

Successful completion of the Clinical Education experience requires that the student be at a minimum performance standard of **3 (Intermediate Performance)** by the completion of Clinical Education 1, a minimum performance standard of **4 (Advanced Intermediate Performance)** by the completion of Clinical Education 2 and a minimum performance standard of **5 (Entry Level**
Performance) by the completion of Clinical Education 3. **Exceptions to these minimum levels are Criteria # 1, 2, 3, 4, 5, and 8 which require a higher minimum performance standard at the completion of Clinical Education 1 as outlined in the chart below.** Refer to Appendix A & B of the APTA’s A Normative Model of Physical Therapist Assistant Education, Version 2006, which defines Entry-level data collection skills and technical skills respectively. **It must be emphasized that a (5) is entry level as defined by the Normative Model and should not be compared to an experienced PTA.**

Clinical Instructors are requested to provide further information in the comment section which supports the given score, to offer ongoing feedback to the student, and are instructed that the evaluation of student performance should be based on repeated performance, not isolated incidents.

The final grade earned for each clinical experience is based on the evaluation (CPI minimum performance standards) provided by the Clinical Instructor and satisfactory completion of an in-service and special projects as assigned by the ACCE. Strong consideration is given to the comment sections of each of the evaluation tool, the communications between the clinical faculty and the ACCE and information gathered during site visitation. No grade will be assigned until ALL portions of the clinical experience are completed. Failure to complete assignments by the designated due date will result in an **Unsatisfactory (U)** grade.

**Students who demonstrate poor safety awareness/practice**, unethical behavior/practice **, illegal behavior/practice **, or excessive number of absences may be subject to remedial experience in the clinic and/or an Un satisfactory (U) grade regardless of the grade in other areas of the evaluation (** see charts below). Unethical behavior is defined as failure to abide by the APTA’s Guide for Professional Conduct and the Code of Ethics and the rules and regulations of the Physical Therapist Assistant Program and the clinical facility.

In the event of failing a clinical experience, the student will complete an additional full-time or part-time clinical experience at the discretion of the ACCE and Program Director. A student failing to meet clinical competency on a remedial clinical experience will be subject to dismissal from the Program. Upon achieving competency in lengthened or repeated clinical experience component, arrangements will be made for the student to re-enter the curriculum.

The PTA Program Director and ACCE are responsible for assigning the final grade for the clinical experience.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard</th>
<th>Minimum Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety **</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2. Responsible Behavior **</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Respectful Behavior **</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4. Ethical Practice **</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5. Legal Practice **</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6. Communication</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Documentation</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Individual/Cultural Differences</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>9. Clinical Problem Solving &amp; Judgments</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Data Collection</td>
<td>2</td>
<td>3</td>
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<td>11. Plan of Care</td>
<td>2</td>
<td>3</td>
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<tr>
<td>12. Patient Interventions</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Education</td>
<td>2</td>
<td>3</td>
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<tr>
<td>14. Quality of Service Delivery*</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Patient Services</td>
<td>2</td>
<td>3</td>
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<tr>
<td>16. Resource Management</td>
<td>2</td>
<td>3</td>
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<tr>
<td>17. Fiscal Management</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Support Personnel</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Career Development/Lifelong Learning</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Wellness and Health Promotion*</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*If the student does not have enough experiences during this clinical affiliation to score, please mark as N/A (not applicable).

** Critical safety, behavior, ethical, and practice elements.

*GRADERS ARE BASED ON THE FINAL CPI EVALUATION AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS.*
COURSE INSTRUCTORS

On-site clinical instructors (CI) and:

Dr. Karen Guth, MSPT, DPT
Director of PTA Program
Office: (814) 827-4445
kguth@pitt.edu
Joyce Carbaugh, BS, PTA
ACCE / Instructor
Office: (814)827-5670
carbaugh@pitt.edu

All projects and the Clinical Performance Instrument must be returned to the PTA Office one week after completion of the clinical experience before grades will be awarded. Failure to do so will result in an unsatisfactory grade.

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*** Addendum: APTA CPI anchor definitions for each level of performance

Syllabus subject to change.
Revised 6/15/10, 12/10/11, 12/31/12, 1/21/13, 2/13/17
COURSE DESCRIPTION
In this course, students learn the rehabilitative process including home, community & work integration/reintegration for patients who present with neurological, pediatric/developmental, cardiopulmonary, chronic disease and other disorders commonly seen in physical therapy. Students receive further instruction in psychosocial support, documentation, ethical behavior, rehabilitation techniques, patient/family education and communication. This course runs concurrently with PTA Principles and Procedures 4. See the PTA Student Handbook.

2.0 GPA and C- in all pre-technical courses and 2.5 GPA in all prior PHYSTA and HRP courses. Restricted to students admitted to the PTA program.

COURSE CREDITS
4 credits

CLOCK HOURS
55 hours

COURSE SCHEDULE
Lecture meets from 9:00 – 10:50 AM, Monday and Wednesday in the PTA Lab in the basement of Haskell Memorial Library.

COURSE OBJECTIVES
At the end of this course, the student will be able to competently:
1. Recognize and measure, as appropriate, common neuromuscular physical problems and functional impairments in the following areas:
   a. prosthetics/orthotics
   b. neurological disorders – CVA, traumatic brain injury
   c. spinal cord injuries
   d. developmental/pediatrics
   e. cancer/AIDS
   f. geriatrics
   g. cardiopulmonary
   h. burns
i. vestibular dysfunction  
j. bone disorder  
k. psychological disorders  
l. neuromuscular disorders  
m. women’s health disorders

2. Discuss contraindications, indications, and safety measures for treatment for the above disorders.

3. Discuss and perform the appropriate rehab treatment, progression, adjustment of interventions, and desired outcome as outlined in the plan of care and delegated by the supervising physical therapist for the above disorders.

4. Measure or describe, monitor response, and communicate to the supervising PT responses to positional changes including:
   a. papillary reactions  
   b. alertness  
   c. heart rate  
   d. blood pressure  
   e. respiratory rate, breathing patterns, thoracoabdominal movements  
   f. nausea  
   g. diaphoresis  
   h. pain  
   i. skin changes  
   j. cyanosis

5. Observe and discuss recommendations with the supervising physical therapist for community and work integration/reintegration for individuals with disabilities.

6. Present an in-service to a community group on a PT related topic.

7. Participate in professional reading and other self-directed learning activities.

8. Demonstrate the ability to communicate, teach and provide basic psychosocial support for patients/families.

9. Demonstrate awareness of individual and cultural differences.

10. Demonstrate the ability to document services rendered including progress note and home instruction.

11. Demonstrate a thorough understanding of the plan of care, short and long-term goals.

12. Participate in discharge planning and follow-up as directed by the supervising PT.

13. Demonstrate knowledge of common pharmacology interventions for treatment of conditions seen by the PTA.

14. Demonstrate integration and competence in previously learned objectives from the PTA curriculum, including Core Values.

15. Define and describe cultural and global competence in all aspects of course objectives.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lectures, projects, and demonstrations. Students will be assigned a PT related topic to present to a mock community group. Students will be graded on content and presentation of their project. Students will be required to successfully complete examinations and achieve at least a C (75% minimum average final grade) in this course and 2.5 cumulative GPA in PTA core courses before progressing to PTA Clinical Education 2 & 3. See PTA Student Handbook.
See http://courseweb.pitt.edu/courses for ongoing course schedule, assignments, quizzes, questions, interactive e-mail, messages etc.

Students are prohibited from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. **If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.**

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

**METHOD OF EVALUATION**

**ATTENDANCE/PROFESSIONAL DEMEANOR/CLASS PARTICIPATION:** Mandatory (See PTA Student Handbook Attendance Policy ACAD.9)

**WRITTEN EXAMS 71% (400 Points)**

**QUIZZES 4% (20 Points)**

**ASSIGNMENTS 7% (40 points) (Mandatory Completion of all)**

**MAJOR PROJECT 18% (100 points)**

**COURSE ASSESSMENT SCHEDULE:**

Quiz # 1 (5 points) 9/5/12  
Examination # 1 (100 points) 9/17/12  
Neuro Quiz (5 points) 9/26/12  
Neuro assignment (5 points) 9/26/12  
Quiz # 2 (5 points) 10/3/12  
Globalization assignment (15 points) 10/10/12  
Examination # 2 (100 points) 10/17/12  
Quiz # 3 (5 points) 10/31/12  
Examination # 3 (100 points) 11/7/12  
EIP assignment (10 points) 11/12/12  
Community project (100 points) 11/29/12  
EIP assignment (10 points) 12/3/12  
Final Examination (100 points) 12/10/12

**GRADING SCALE:**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>98.000-100.00</td>
<td>A+</td>
<td>549-560</td>
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<td>93.000-97.999</td>
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<td>90.000-92.999</td>
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<td>504-520</td>
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<td>87.000-89.999</td>
<td>B+</td>
<td>487-503</td>
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<tr>
<td>83.000-86.999</td>
<td>B</td>
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<tr>
<td>80.000-82.999</td>
<td>B-</td>
<td>448-464</td>
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<tr>
<td>77.000-79.999</td>
<td>C+</td>
<td>431-447</td>
</tr>
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<td>73.000-76.999</td>
<td>C</td>
<td>409-430</td>
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<tr>
<td>70.000-72.999</td>
<td>C-</td>
<td>392-408</td>
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</tbody>
</table>

560 Total Points Possible with 75% or 420 Points Needed to Pass
See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.

**REQUIRED TEXTBOOKS**


PTA Examination Review and Study Guide, (3rd Ed) Therapy Ed. 2010


**COURSE INSTRUCTORS**

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* **Syllabus subject to change without notice.**

Revised 2/13/17
COURSE DESCRIPTION
This course provides lab instruction for data collection and treatment of patients who present with neurological, pediatric/developmental, cardiopulmonary, chronic disease and other disorders commonly seen in physical therapy. Students learn the developmental sequence and how it applies to treatment and learn advanced therapeutic exercise techniques. They also receive further instruction in psychosocial support, documentation, ethical behavior, patient/family education and communication. Successful completion of the competency exams is required to pass this course. This course runs concurrently with PTA Principles and Procedures 3. See the PTA Student Handbook.

2.0 GPA and C- in all pre-technical courses and 2.5 GPA in all prior PHYSTA and HRP courses. Restricted to students admitted to the PTA Program.

COURSE CREDITS
4 credits

CLOCK HOURS
85 hours

COURSE SCHEDULE
Lab meets from 9:00 –11:50 AM on Tuesday and Thursday in the PTA Lab in the basement of Haskell Memorial Library. Lab attire is required (refer to PTA Handbook).

COURSE OBJECTIVES
The student will be able to:
1. Provide physical therapy data collection and interventions as delegated by the supervising physical therapist for:
   a. prosthetics/orthotics
   b. neurological disorders
   c. spinal cord injuries
   d. developmental/pediatrics
   e. cancer/AIDS
   f. geriatrics
   g. cardiopulmonary
   h. burns
   i. vestibular dysfunction
   j. bone disorder
k. psychological disorders
l. neuromuscular disorders
m. women’s health disorders

2. Recognize and effectively communicate to the therapist the need for modification of patient programs in the above problem areas.
3. Effectively document services rendered and patient responses in the above problem areas demonstrating a thorough understanding of patient plan of care established by the supervising physical therapist.
4. Discuss and perform appropriate safety techniques during the treatment of the above problem areas, including responding to changes in patient response.
5. Participate in professional reading and other self-directed learning activities.
6. Demonstrate the ability to communicate, teach and provide basic psychosocial support for patients/families.
7. Demonstrate awareness of individual and cultural differences.
8. Demonstrate the ability to document services rendered, including progress notes and home instruction.
9. Demonstrate a thorough understanding of the plan of care, short and long-term goals.
10. Participate in discharge planning and follow up as directed by supervising P.T.
11. Demonstrate integration and competence in previously learned objectives from the PTA curriculum, including Core Values.
12. Perform the following therapeutic exercise interventions and describe precautions and contraindications for each:
   a. PNF exercises
   b. Therapy ball exercises
   c. Breathing exercises
   d. Cardiopulmonary exercises
   e. Chest percussion/therapy
   f. Pediatric exercises
   g. SCI exercises
   h. Amputee exercises
   i. Neuromuscular disease exercises
   j. Vestibular exercises
   k. Pregnancy exercises
   l. Women’s health exercise

13. Define and describe cultural and global competence in all aspects of course objectives.

INSTRUCTIONAL STRATEGIES

This course will be instructed through lab practice, role-play and actual patient interaction when available. Students will be required to successfully complete competency examinations and achieve at least a C (75% minimum average final grade) in this course and overall 2.5 GPA in PTA core courses before progressing to PTA Clinical Education 2 & 3. All competency examinations must be passed with an 85% or higher score. See PTA Student Handbook; POLICY ACAD. 1 Academic Requirements.
See [http://courseweb.pitt.edu/courses](http://courseweb.pitt.edu/courses) for **course schedule**, ongoing assignments, quizzes, questions, interactive e-mail, etc.

Students are prohibited from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. **If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.**

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

**METHOD OF EVALUATION**

**ATTENDANCE/PROFESSIONAL Demeanor:**  **Mandatory** *(See PTA Student Handbook Attendance Policy ACAD.9)*

**COMPETENCY EXAMS 90%** *(300 points)*

**QUIZZES 4%** *(15 points)*

**ASSIGNMENTS 6%** *(20 points)* *(Mandatory completion of all)*

Peer Competencies *(Mandatory Completion Prior to Competency Examination)*

**COURSE ASSESSMENT SCHEDULE**

Pharmacology Assignment (10 points) 9/4/12  
Quiz 1 (5 points) 9/11/12  
Cardiac Rehab Assignment (10 points) 9/18/12  
Competency Exam # 1 (75 points) 9/18/12  
Quiz # 2 (5 points) 12/9/12  
Competency Exam # 2 (75 points) 10/25/12  
Quiz # 3 (5 points) 11/6/12  
Competency Exam # 3 (75 points) 11/15/12  
Final Competency Exam (75 points) 12/11/12

**GRADING SCALE:**

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<th>Percentage</th>
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<td>312-327</td>
<td>77.000-79.999</td>
<td>C+</td>
<td>258-267</td>
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<tr>
<td>90.000-92.999</td>
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<td>302-311</td>
<td>73.000-76.999</td>
<td>C</td>
<td>245-257</td>
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<tr>
<td>87.000-89.999</td>
<td>B+</td>
<td>291-301</td>
<td>70.000-72.999</td>
<td>C-</td>
<td>234-244</td>
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<tr>
<td>83.000-86.999</td>
<td>B</td>
<td>278-290</td>
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</table>

**335 Total Points Possible With 75% or 251 Needed To Pass**

* See the **UPT Student Handbook** and the **PTA Student Handbook** for further information regarding grading procedures.
REQUIRED TEXTBOOKS

Same text books as Principles and Procedures 3

COURSE INSTRUCTORS

Dr. Karen Guth, MSPT, DPT  Joyce Carbaugh, BS, ACCE, PTA
PTA Program Director  Instructor, ACCE
Office: (814)827-4445  Office: (824)827-5670
E-mail: kguth@pitt.edu  E-mail: carbaugh@pitt.edu

Academic Integrity Policy:

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, written exam, competency exam or paper will be imposed.

Disability Considerations:

* If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

* Syllabus subject to change without notice.

Revised: 06/07/12, 12/31/12, 2/13/17
COURSE DESCRIPTION

These courses provide a full-time clinical experience.

COURSE CREDITS

6 credits each

CLOCK HOURS

240 hours: PHYSTA 0332
240 hours: PHYSTA 0333

COURSE SCHEDULE

Students are scheduled in the clinic forty hours per week for six weeks. Time schedules are determined by the clinical facility.

COURSE OBJECTIVES

The student will be able to:

1. Meet all the objectives developed in Clinical Education 1.
2. Locate and select relevant information relating to the patient and utilizing available resources.
3. Obtain pertinent data from client observations that contribute to the assessment and treatment of the individual.
4. Elicit pertinent objective data from client interactions that contribute to the treatment planning and progression of the individual.
5. Effectively perform all physical therapeutic techniques including the application of physical agents, therapeutic exercise and procedures, functional activities, assistive/adaptive devices and equipment, therapeutic equipment, developmental activities, neurophysiological techniques, wound care/aseptic techniques, and cardiopulmonary techniques.
6. Arrange treatment in a logical sequence to enhance patient comfort, the effectiveness of treatment, and time efficiency.
7. Creatively adapt treatment techniques according to the needs of the patient as stated in the plan of care.
8. Correctly administer data collection procedures to obtain information relevant to patient performance.
9. Demonstrate skill in carrying out intervention programs that reflect the identified goals of the patient.
10. Plan treatment interventions, per plan of care, that are appropriate and realistic for the patient.
11. Demonstrate the ability to select and/or modify appropriate treatment techniques and/or modalities within the plan of care.
12. Demonstrate the ability to present instructions to the patient and the patient’s family with clarity.
13. Demonstrate effectiveness in educating the patient and/or family regarding physical therapy management of a disease or disability.
14. Demonstrate effectiveness in educating the patient and/or family in a home program and/or other needs regarding discharge planning.
15. Present an in-service education program to the professional staff or the community.
16. Integrate academic knowledge by substantiating treatment rationale to the patient and other health care providers.
17. Identify and report the need for program change to the clinical supervisor.
18. Perform periodic patient data collection and modify treatment program per the plan of care as appropriate for the individual patient progress or lack of progress as stated in the short and long term goals.
19. Vary his/her approach when initiating and establishing a relationship in accordance with the needs and background of the patient.
20. Educate the patient based on his/her safety needs.
21. Demonstrate the ability to respond in a therapeutic and professional manner if a patient problem would arise.
22. Communicate with the clinical supervisor regarding the progress of the treatment program and the relevance to the treatment goals to patient responses in a timely manner.
23. Communicate with the treatment team to facilitate the implementation of the multidisciplinary goals for each patient, as this opportunity is available.
24. Maintain accurate documentation and other reports as required by the facility, distinguishing accurately between objective and subjective information.
25. Demonstrate effective time management in all departmental aspects.
26. Demonstrate the ability to treat more than one patient simultaneously when appropriate.
27. Utilize supportive personnel appropriately.
28. Demonstrate the ability to communicate, teach, and provide basic psychosocial support for patients/families including awareness of individual and cultural differences.
29. Provide accurate and timely information for billing and reimbursement purposes.
30. Participates in performance improvement activities.

TEACHING METHODS AND LEARNING EXPERIENCES

These courses are hands-on clinical experiences.

The student will also complete a project choosing between a daily journal, weekly abstracts, or weekly case studies, and present an in-service on a topic agreed upon between the student and the clinical instructor. Students will be required to achieve at least a Satisfactory grade and a 2.5 overall GPA in core PHYSTA courses before proceeding to Professional Issues Seminar.

Cell phones are strictly prohibited from all clinical sites. They may be accessed only during scheduled breaks, such as lunch, never while the student is on the clinical unit. Violation of this policy is a breach of ethical conduct and will result in an unsatisfactory grade for the clinical experience or forfeiture of grade if violation occurs during clinical treatment hours.

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”
Health and Criminal Background Clearances
This course requires that you complete a clinical experience component with clients in a hospital setting. The UPT PTA Program and these external facilities require that you pass a criminal background check, an Act 33/34 clearance and health requirements (including a drug screen as required) to participate in these clinical experiences.

METHOD OF EVALUATION

ATTENDANCE:
Mandatory, 240 hours required for completion of Clinical Education 2 and 240 hours required for completion of Clinical Education 3. (See PTA Student Handbook for attendance Policy ACAD.9)

Clinical Grading:

- APTA’s 20 Criterion, hand written, PTA Clinical Performance Instrument (CPI)
- Daily journal, weekly abstracts or weekly case studies and presentation of an in-service
- Compliance with PTA Program Policies regarding safety awareness/practice, ethical behavior/practice and legal behavior/practice in the clinical setting (See PTA Student Handbook for applicable policies)

Clinical Education grade is determined by achieving a minimum grade of Satisfactory (S) on the APTA’s 20 criterion hand written PTA Clinical Performance Instrument (CPI), satisfactory completion of assigned projects; daily journal, weekly abstracts or weekly case studies, in-service presentation, and compliance with the program/clinical site policies regarding safety awareness/practice, ethical behavior/practice and legal behavior/practice in the clinical setting.

Grading Scale:

Honors (H): exceeds the minimum performance standard on all CPI criterions
Satisfactory (S): meets the minimum performance standard on all CPI criterions
Unsatisfactory (U): does not meet the minimum performance standard on all CPI criterions

A learning contract may be initiated for an unsatisfactory clinical performance. A copy of the learning contract will be placed in the students file.

CPI GRADING

POLICY CLIN.ED.12

POLICY:
The University of Pittsburgh at Titusville PTA Program utilizes the APTA’s 20 Criterion, hand written, PTA Clinical Performance Instrument (CPI) to assist in fair grading of the clinical component of the curriculum. The clinical education course grades, utilizing the 20 criterion CPI, is based upon the student’s progressive attainment of performance standards from the initial Clinical Education 1 to Clinical Education 2 to the final Clinical Education 3 as described on the CPI.
PROCEDURE:
The Clinical Instructor (CI) and the ACCE uses the following visual analog scale to objectify the CPI data:

| 1 | 2 | 3 | 4 | 5 |

GRADING SCALE (Minimum Performance Standard)
Level 1: Beginning Performance
Level 2: Advanced Beginner Performance
Level 3: Intermediate Performance
Level 4: Advanced Intermediate Performance
Level 5: Entry-Level Performance

Anchor definitions for each level of performance as defined by the APTA are provided to the student and clinical instructor as an addendum to the syllabus and available in the program's Clinical Education Manual. Descriptions and examples of each CPI criterion are listed on the APTA's 20 criterion hand written PTA CPI.

The tables on the following pages identify the minimum performance standards for each CPI criteria at midterm and final. Students with identified deficiencies on the CPI at the midterm evaluation of Clinical Education 2 and 3 will receive consultation and advisement from the Clinical Instructor and ACCE in order to improve the standard of performance to pass the required minimum performance standard at the final evaluation.

Successful completion of the Clinical Education experience requires that the student be at a minimum performance standard of 3 (Intermediate Performance) by the completion of Clinical Education 1, a minimum performance standard of 4 (Advanced Intermediate Performance) by the completion of Clinical Education 2 and a minimum performance standard of 5 (Entry Level Performance) by the completion of Clinical Education 3. Exceptions to these minimum levels are Criteria # 1, 2, 3, 4, and 5 at the completion of Clinical Education 2 which require a higher minimum performance standard as outlined in the chart below. Refer to Appendix A & B of the APTA’s A Normative Model of Physical Therapist Assistant Education, Version 2006, which defines Entry-level data collection skills and technical skills respectively. It must be emphasized that a (5) is entry level as defined by the Normative Model and should not be compared to an experienced PTA.

Clinical Instructors are requested to provide further information in the comment section which supports the given score, to offer ongoing feedback to the student, and are instructed that the evaluation of student performance should be based on repeated performance, not isolated incidents.

The final grade earned for each clinical experience is based on the evaluation (CPI minimum performance standards) provided by the Clinical Instructor and satisfactory completion of an in-service and special projects as assigned by the ACCE. Strong consideration is given to the comment sections of each of the evaluation tool, the communications between the clinical faculty and the ACCE and information gathered during site visitation. No grade will be assigned until ALL portions of the clinical experience are completed. Failure to complete assignments by the designated due date will result in an Unsatisfactory (U) grade.

Students who demonstrate poor safety awareness/practice**, unethical behavior/practice **, illegal behavior/practice **, or excessive number of absences may be subject to remedial experience in the clinic and/or an Unsatisfactory (U) grade regardless of the grade in other areas of the evaluation (** see charts below). Unethical behavior is defined as failure to abide by the APTA’s Guide for Professional Conduct and the Code of Ethics and the rules and regulations of the Physical Therapist Assistant Program and the clinical facility.
In the event of failing a clinical experience, the student will complete an additional full-time or part-time clinical experience at the discretion of the ACCE and Program Director. A student failing to meet clinical competency on a remedial clinical experience will be subject to dismissal from the Program. Upon achieving competency in lengthened or repeated clinical experience component, arrangements will be made for the student to re-enter the curriculum.

The PTA Program Director and ACCE are responsible for assigning the final grade for the clinical experience.

**CLINICAL EDUCATION 2**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard MID-TERM</th>
<th>Minimum Performance Standard FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety**</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2. Responsible Behavior **</td>
<td>4</td>
<td>5</td>
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<tr>
<td>3. Respectful Behavior **</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4. Ethical Practice **</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. Legal Practice **</td>
<td>4</td>
<td>5</td>
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<tr>
<td>6. Communication</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7. Documentation</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Individual/Cultural Differences</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Clinical Problem Solving &amp; Judgments</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Data Collection</td>
<td>3</td>
<td>4</td>
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<tr>
<td>11. Plan of Care</td>
<td>3</td>
<td>4</td>
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<tr>
<td>12. Patient Interventions</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Education</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14. Quality of Service Delivery*</td>
<td>3</td>
<td>4</td>
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<tr>
<td>15. Patient Services</td>
<td>3</td>
<td>4</td>
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<tr>
<td>16. Resource Management</td>
<td>3</td>
<td>4</td>
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<tr>
<td>17. Fiscal Management</td>
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<tr>
<td>18. Support Personnel</td>
<td>3</td>
<td>4</td>
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<tr>
<td>19. Career Development/Lifelong Learning</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Wellness and Health Promotion*</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

*If the student does not have enough experiences during this clinical affiliation to score, please mark as N/A (not applicable).

** Critical safety, behavior, ethical, and practice elements.

**GRADES ARE BASED ON THE FINAL CPI EVALUATION AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS.**
### CLINICAL EDUCATION 3

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard MID-TERM</th>
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*If the student does not have enough experiences during this clinical affiliation to score, please mark as N/A (not applicable).

** Critical safety, behavior, ethical, and practice elements.

*GRADES ARE BASED ON THE FINAL CPI EVALUATION AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS*
COURSE INSTRUCTORS

On-site clinical instructors (CI) and:

Dr. Karen Guth, MSPT, DPT
Director of PTA Program
Office: (814) 827-4445
kguth@pitt.edu

Joyce Carbaugh, B.S., PTA
ACCE / Instructor
Office: (814)827-5670
carbaugh@pitt.edu

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Disability Considerations:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services Office, 827-4465, as early as possible in the term. The Disability Resources and Services Office will verify your disability and determine reasonable accommodations for this course.

*** Addendum: APTA CPI anchor definitions for each level of performance

Syllabus subject to change.

Revised 6/15/10, 12/12/11, 12/31/12, 1/21/13, 2/13/17
COURSE DESCRIPTION
This course is designed to provide the student with additional information in conjunction with their full-time clinical education experiences. Topics may vary depending on issues raised from students while in the clinic. Topics may include: licensure, teaching methods, research, documentation, advances in the field, changes in legislation, insurance issues, etc.

PREREQUISITE:
PHYSTA 0333

COURSE CREDITS
1 credit

CLOCK HOURS
13 hours

COURSE SCHEDULE
See schedule @ http://courseweb.pitt.edu. Schedule varies daily.

LOCATION
Room G11 (PTA Lab) in the basement of the Haskell Memorial Library. Components of course may be conducted offsite.

COURSE OBJECTIVES
The student will be able to:

29. Discuss current issues related to physical therapy.
30. Develop a personal plan for lifelong learning, career development and social responsibility.
31. Develop test taking skills for board examinations.
32. Discuss the role of the PTA in the clinical education of PTA students.

In addition to the above objectives, the student will demonstrate integration and competence in previously learned objectives from the PTA curriculum, including Generic Abilities.
INSTRUCTIONAL STRATEGIES

This course will be arranged in a seminar format. See http://courseweb.pitt.edu for ongoing power point presentations, assignments, documents, interactive e-mail, etc.

METHOD OF EVALUATION

The grading of the PHYSTA 0440 course is a Satisfactory (S) or an Unsatisfactory (U) grade.

In order to pass this course with a Satisfactory “S” grade students must meet all requirements as listed below:

ATTENDANCE: Mandatory. Any absence from class will result in a failing Unsatisfactory (U) grade. (See PTA Student Handbook regarding attendance Policy ACAD.9)

STUDENTS MUST HAVE A TOTAL OF 13 CLASSROOM HOURS; ANY LOST TIME WILL RESULT IN AN UNSATISFACTORY GRADE

COMPLETION OF ALL ASSIGNMENTS:

Clinical experience debriefing review
In-service presentation
   APTA Core Value Assessment
   PTA Program Graduate Evaluation
Mock NPTE examination

Students meeting the attendance requirement and completion of all assignments will receive a Satisfactory (S) grade and pass the course. Students who do not meet the attendance and completion of all assignments will receive an Unsatisfactory (U) grade and will be dismissed from the PTA Program.

See the UPT Student Handbook and the PTA Student Handbook for further information regarding grading procedures.

Students are prohibited from using cell phones, IPods, Palms or computers – for personal access with e-mail or Face book, during lectures and exams. All cell phones must be turned off to prevent disruption of class. If it is determined that the student is utilizing their computer for anything other than taking notes during lecture, that student may be asked to leave the class. The student would be responsible for any missed work.

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions and/or activities without the advance written permission of the instructor and any such recording properly approved in advance can be used solely for the student’s own private study.”

RECOMMENDED TEXTBOOK

PTA Examination Review and Study Guide, (3rd ED) Therapy Ed. 2010

REQUIRED TEXTBOOK

COURSE INSTRUCTORS

Joyce Carbaugh, PTA, BS                      Dr. Karen Guth, MSPT, DPT
ACCE/Instructor                            PTA Program Director
Work: (814)827-5670                         Office: (814) 827-4445
carbaugh@pitt.edu                          kguth@pitt.edu

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* Syllabus subject to change without notice.          Revised 5/24/12, 1/6/13, 2/13/17
CLINICAL POLICIES AND PROCEDURES

CLIN.ED.1 Prerequisites for Clinical Education
CLIN.CE.2 Liability Insurance
CLIN.ED.3 Clinical Site Placement
CLIN.ED.4 Student Responsibilities
CLIN.ED.5 Student Dress Code
CLIN.ED.6 Clinical Education Attendance
CLIN.ED.7 Confidentiality
CLIN.ED.8 Clinical Site – Academic Program Communication
CLIN.ED.9 Clinical Experience Problem Resolution
CLIN.ED.10 Clinical Competence Deficiency
CLIN.ED.11 Evaluation of Students
CLIN.ED.12 Grading
CLIN.ED.13 Repeating a Clinical Rotation

CLIN.ADM.1 Criteria for Clinical Site Development
CLIN.ADM.2 Clinical Site Written Agreement
CLIN.ADM.3 Clinical Site Evaluation
CLIN.ADM.4 Clinical (Field) Faculty
CLIN.ADM.5 Assessment of Skills Taught in the Clinic
PREREQUISITES FOR CLINICAL EDUCATION

POLICY CLIN.ED.1

POLICY:

The faculty at the PTA Program at the University of Pittsburgh at Titusville will assure that the student is prepared academically, professionally and is safe to participate in the assigned clinical experience. PTA students will submit all required documents prior to the onset of the clinical experience.

PROCEDURE:

The faculty will assure that the student has:

1. Passed all courses in the PTA curriculum as outlined in Grading Policy ACAD.1

Students will present the following items to the ACCE by the assigned date:

1. *Documentation of vaccination against Hepatitis B, or evidence of adequate antibody titer, or have a signed statement of refusal to receive the Hepatitis B vaccine
2. *Payment in full for liability insurance
3. Completed Student Data Form, Pre-Clinical Self-Assessment Form, Student Learning Style Profile, and Affective Skills Form.
4. *Mantoux test for tuberculosis
5. *Evidence of current CPR & First Aid Certification
6. *Criminal background check (as required by clinical site)
7. *Evidence of health insurance coverage during all clinical experiences.

Medical records are kept by the student and must be made available upon request. The ACCE will review medical records for completeness, but will not maintain the records.

Students must report a pregnancy immediately upon medical confirmation. A medical authorization to continue one’s education during pregnancy must be completed by the student’s physician and submitted to the Program Director.

It is the responsibility of the ACCE to assure that all pre-clinical education requirements have been met prior to beginning the clinical education course. Students who fail to meet the pre-clinical requirements by the assigned dates will not be permitted to take further competency or written exams. This may lead to failure of PTA courses.
The clinical site will inform the ACCE, in writing, if the facility has additional requirements such as drug screening, background checks and facility required clearances. Clinical facilities that have these additional requirements will be identified in the clinical site catalog in the ACCE’s office.

*The student is responsible for any costs associated with these requirements.

Revised 5/11/10, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
LIABILITY INSURANCE
POLICY CLIN.ED.2

POLICY:

For the safety of all involved parties, all PTA students are required to carry professional liability insurance. The University of Pittsburgh provides low-cost coverage for students.

PROCEDURE:

Students are informed of the liability insurance cost in recruitment materials and during PTA orientation.

Students will be billed in the fall as an additional fee with their tuition.

If a student fails to obtain liability insurance, the student will not be permitted to participate in clinical education.

(*Subject to change)

Revised 7/27/09, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
POLICY:

The ACCE selects the best possible placement in clinical sites to maximize the student’s learning experience. Through a working knowledge of frequently utilized clinical sites, the ACCE assigns each student to a clinical site with the goal of providing an optimal learning experience based on the student’s needs. Each site has a contractual agreement with the University of Pittsburgh.

PROCEDURE:

The ACCE will take the following factors into consideration when matching a student to a clinical site:

1. Student preference – students receive a list of clinical sites that have indicated a willingness to accept students and have met Program requirements. A reference file of available facilities is maintained in the ACCE’s Office. More specific information may be obtained from the ACCE. Students must complete and return a Site Request Form to the ACCE by the assigned date.

2. Student strengths, weaknesses, and goals as listed on the Student Self Assessment Form.

3. Academic Performance and needs. This is the priority for clinical placement.

4. Personal interests and needs.

5. Previous clinical experiences.

6. Potential conflicts of interest.

7. Students may not go to a clinic or its affiliate at which they have been employed or have completed their volunteer hours.

After all preceding factors are considered, a lottery system will be used if more than one student requests the same clinical site.

If a student has a special request to affiliate at a site not currently holding a written agreement with the University, the student must meet with the ACCE to discuss the request. If the site meets the Program’s requirements, all efforts will be made to place the student at that site. There will be no changes to the clinical assignment after 8 weeks prior to the start date without permission of the faculty.

Students may be required to travel a distance or relocate outside of the immediate area for their clinical assignment. All expenses, including transportation and housing, are the student’s responsibility.

Students not submitting the Site Request Form by the due date to the ACCE may not take exams or competencies, and the student’s right to dispute site of placement is eliminated. All other students with a dispute regarding site of placement must submit their concerns in writing to the ACCE. Disputes will be discussed and resolved with the Program Director. The Vice President for Academic Affairs will be consulted as needed. The student’s signature on the placement assignment form will indicate acceptance of that placement.

Students are notified of site placement no later than 8 weeks prior to clinical start date by the ACCE. No later than 1 week prior to the clinical start date, the student will receive a clinical packet including the name of the clinical contact person.

Revised 12/08/05, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15

University of Pittsburgh at Titusville
Physical Therapy Assistant Program
CLINICAL SITE ACCEPTANCE FORM

STUDENT: ________________________________

Clinical Experience 1

PLACEMENT SITE: ____________________________________________________________

ADDRESS: _________________________________________________________________

By signing this I understand that I am accepting this as my clinical placement site according to Policy CLIN.ED.3 of the Student Handbook.

ACCEPTANCE: ___________________________ DATE: ____________

Student’s Signature

Clinical Experience 2

PLACEMENT SITE: ____________________________________________________________

ADDRESS: _________________________________________________________________

By signing this I understand that I am accepting this as my clinical placement site according to Policy CLIN.ED.3 of the Student Handbook.

ACCEPTANCE: ___________________________ DATE: ____________

Student’s Signature

Clinical Experience 3

PLACEMENT SITE: ____________________________________________________________

ADDRESS: _________________________________________________________________

By signing this I understand that I am accepting this as my clinical placement site according to Policy CLIN.ED.3 of the Student Handbook.

ACCEPTANCE: ___________________________ DATE: ____________

Student’s Signature
POLICY:

All students in the PTA Program at the University of Pittsburgh at Titusville will demonstrate professional behavior throughout the clinical affiliation.

PROCEDURE:

Prior to the clinical affiliation the student will:
1. Receive a packet of information including:
   a. name, address, phone number of clinic
   b. contact person
   c. assignments checklist
   d. self CPI portion to be completed (up to and including page 23)
   e. Evaluation of Clinical Site Form.
2. Make initial contact with the clinic by phone or in person at least one week prior to the start date of the affiliation.

During the clinical affiliation the student will:
1. Follow the APTA’s Guide for Professional Conduct and Code of Ethics and the practice act of the state or commonwealth in which the facility is located.
2. Follow the policies and procedures of the PTA Program.
3. Follow the policies and procedures of the facility in which the student is assigned for the clinical experience.
4. Work only under the direct supervision of a PT or PTA. If a PT is not on the premises, the student will not participate in patient intervention.
5. Maintain open and honest communication with the CI and CCCE of the affiliating facility in order to optimize the learning experience.
6. Present an in-service on a subject relating to physical therapy that is mutually beneficial and agreed upon by the student and CI.

At the conclusion of the clinical affiliation the student will:
1. Submit all items on the assignments checklist by the due date.
   a. in-service materials, including the written 3-5 page summary, handouts, and audiovisuals.
   b. completed daily journal.
   c. completed self-evaluation of the CPI for comparison with the formal CPI completed by the CI.
   d. student evaluation of the clinical education experience which must be completed with the CI or CCCE and both must acknowledge review by signing the form.
2. Review and sign completed CPI and encourage CI to return to ACCE as soon as possible.
3. Write a thank-you note to the clinic.

Any failure to meet these standards will be reported to the PTA faculty by the clinical faculty. The PTA faculty will meet with both the student and clinical faculty to develop an improvement plan to address deficiencies. Failure to make corrections in behavior may result in failure of the clinical education course.

Students will not be permitted to participate in the next clinical experience or graduate until the clinical packet, CPI, and in-service form are returned to the ACCE.

Revised 4/04/06, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
STUDENT DRESS CODE
POLICY CLIN.ED.5

POLICY:

The PTA Program of the University of Pittsburgh at Titusville requires that PTA students dress appropriately in the clinic. Professional dress is an important goal for each student as first impressions are sometimes critical in the health care field.

PROCEDURE:

THE STUDENT MUST MEET THE DRESS CODE OF THE FACILITY.

Additionally, PTA students must meet the following requirements of the Program:
1. Wear comfortable, quiet shoes that meet the facility’s requirements. Sandals are not appropriate in any setting.
2. The trunk must be covered at all times. No half shirts or shirts that just meet the waist of the slacks.
3. Students will wear a lab coat if requested by clinic site.
4. Slacks, which allow freedom of movement, should be worn in the clinic. Tight fitting slacks, stretch pants, and skirts are not permitted.
5. All students will wear the name tag provided by the PTA Program identifying them as a student at all times.
6. Ties may be worn only if they are required by the facility.
7. Hair must not be in the face or hanging where it might be bothersome to the patient.
8. Good hygiene is a must. Nails must be kept short and neat. Nail polish is prohibited.
9. The wearing of perfume and cologne is strictly prohibited.
10. Visible body piercing is limited to earrings. Students will comply to their assigned facility’s policy regarding the number of earrings per ear allowable. All other body jewelry must be covered. Tongue jewelry is prohibited. All body art must be covered.

If a question regarding appropriate dress arises, the PTA Program Director will have final say in determining whether or not dress is appropriate for the situation. Students who fail to comply with the dress code may be asked to leave the clinical site to change their clothes. Failure to return will constitute an unexcused absence. Students who persist in violating the dress code may fail the clinical education course or be dismissed from the Program. Counseling will be offered as needed per discretion of the PTA faculty.

See also POLICY STUD.1
Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
CLINICAL EXPERIENCE ATTENDANCE
POLICY CLIN.ED.6

POLICY:

Clinical attendance is required. Excused absences are limited to illness and personal emergencies.

PROCEDURE:

Students will be required to complete 160 hours of clinical education for CE 1, 240 hours CE 2 and 240 hours for CE 3, for a total of 640 hours.

The student will not modify the dates or the time frame of the clinical experience without prior approval of the ACCE.

The student will follow the holiday schedule of the clinical facility.

Because one major purpose of clinical education is to expose the student to realistic practice patterns, the student will follow the normal operating hours of the clinical facility, including Saturdays and evenings, if required. This should be discussed, at the latest, during the initial orientation with the CI or CCCE.

The clinical experience must supersede all personal employment situations (see ACAD.25). Missing clinical time for employment is not permissible. In the event of illness or personal emergency, the student will notify the clinical instructor and the PTA Program Office prior to the start of the workday. Failure to notify the clinic and the Program may result in failure of the clinical education course.

Students will make up all days missed. Make up time is scheduled at the discretion of the clinical facility and with approval of the ACCE. Extenuating and unusual circumstances will be reviewed by the ACCE and the decision of the course of action will be made by the ACCE and approved by the Program Director.

Failure to comply with the attendance policy may result in failure of the clinical education course.

Revised 12/08/05, Reviewed 12/13/11, 13/31/12, 12/30/13, 12/16/14, 12/28/15
CONFIDENTIALITY
POLICY CLIN.ED.7

POLICY:

The PTA Program supports and protects patient, student, and facility confidentiality. The principles and procedures of confidentiality described in the PTA Student Handbook continue in the clinical setting.

PROCEDURE:

1. The PTA faculty will review the concepts of patient’s rights and confidentiality before Clinical Education 1 and Clinical Education 2.
2. Students will omit all potential or actual patient identifiers when in the classroom, in journal entries, and in discussions with faculty.
3. Any student who has not signed the statement of confidentiality at orientation will be counseled. All students must commit to patient protection prior to beginning the clinical component of the curriculum.

Any student failing to comply with this policy on confidentiality while in the clinic may fail the clinical education course. In severe cases, the student may be discharged from the PTA Program.

See the attached “Confidentiality Statement.”

Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
CONFIDENTIALITY STATEMENT

We can best protect the patient from invasion of privacy by preventing unauthorized access to confidential health information. Information generated through contact between patients and health care providers is privileged and confidential. This privilege extends to all forms and formats in which the information is maintained and stored, including, but not limited to the medical record, indexes, registries, logs, and computer data.

In the provision of quality care, dialogues involving patient care and treatment are inherent; however discretion is very important. It is the responsibility of all staff, students, and volunteers to refrain from discussing patients in inappropriate places. Patient information should not be discussed with anyone other than health care professionals involved in the care of the patient or with others with the patient’s prior authorization. The discussion should be away from public areas. Conversations regarding patients in elevators, public areas of the facility such as waiting areas, cafeteria, etc., are considered a breach of patient confidentiality.

The information on a patient’s chart is confidential and cannot be disclosed without the patient’s knowledge and consent. Federal and Pennsylvania law require facilities to treat all protected health information and medical records as confidential. Only authorized personnel may have access to the records. Never divulge information about the patient to ‘outsiders’. Every precaution should be taken to protect the patient’s confidentiality no matter how official the requester might sound.

When it comes to release of information, whether it be for legal purposes, insurance companies, family member etc., this should be issued only through the Medical Records Department unless otherwise outlined in the facility’s policy.

All information on drug or alcohol patients, mental health patients and patients with HIV-related conditions is to be treated in the strictest confidence. There are specific federal and state laws which prohibit disclosure of any information on drug/alcohol, mental health and HIV patients. Release of this information could result in a monetary fine, criminal fine and/or penalties.

The respect for confidential information is a basic consideration of the University of Pittsburgh at Titusville Physical Therapist Assistant Program ethics. The PTA Program will provide students with training in confidentiality (HIPPA) in class and/or on-line.

I understand and agree that as a student in the University of Pittsburgh at Titusville PTA Program, I am required to hold all patient health information in confidence at all times. Federal and State laws (including HIPPA) govern disclosure of information on patients. I understand that breach of confidentiality may result in dismissal from the Program as well as in criminal charges or fines and penalties.

_________________________________________  __________________
Student Signature                          Date

Revised 8/5/03, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
POLICY:

The faculty of the PTA Program pursues multiple modes of communication with the clinical site to monitor student progress, to insure integration between the academic and clinical learning experiences, and to exchange views on the needs, safety, performance, etc. of all participants of the clinical experience.

PROCEDURE:

1. Field faculty receive multiple communications from the PTA Program including, but not limited to, request for placement forms, CSIF update reminders, continuing education pamphlets, multiple letters, and the PTA quarterly newsletter.
2. Clinical facilities scheduled to accommodate a student are contacted by the ACCE at least twice prior to the arrival of a PTA student to assure that all parties are prepared for the educational experience.
3. Clinical sites are phoned in the first week of the practicum to make sure that everything is going as planned for the student and the facility. Both field faculty and students are reminded to contact the Program faculty as needed.
4. Site visits are conducted near the middle of the practicum. The PTA Program faculty member meets with the clinical instructor and the student individually to evaluate the progress and outcomes of the clinical education experience. If problems are identified, plans for addressing issues are made during this visit with expected outcomes clearly defined and a time-line for improvement. For those students not visited on-site due to distance issues, telephone conferences will be held.
5. Follow-up calls are made as determined by the ACCE and PTA Program Director following the site visit.

See the attached Clinical Affiliation Interview On-Site Visit Form. One is completed with the student and one with the field faculty.

Revised 12/08/05, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
CLINICAL AFFILIATION INTERVIEW ON-SITE VISIT
Clinical Practicum I

STUDENT: ___________________________   DATE: ______________________

FACILITY: ___________________________   TYPE OF PRACTICE: ______________

CLINICAL INSTRUCTOR(S): ________________________________________________

STUDENT SCHEDULE: _______________________________________________________

DAYS ABSENT: _____   DAYS MADE UP: _________

Grade on a scale of 0 to 5 with 0 being never and 5 being always.

Professional Behaviors (Core Values)

Accountability
   ____  Seeking and responding to feedback from multiple sources
   ____  Acknowledging and accepting consequences of his/her actions
   ____  Participating in the achievement of health goals of patients/clients and society

Altruism
   ____  Placing a patient/client’s needs above the clinician’s

Compassion/Caring
   ____  Understanding the socio-cultural, psychological and economic influences on the individuals’ life in their environment
   ____  Understanding an individual’s perspective
   ____  Attending to the patient’s/client’s personal needs and comforts
   ____  Demonstrating respect for others and considers others as unique and of value
   ____  Communicating effectively, both verbally and non-verbally, with others taking into consideration individual differences in learning styles, language and cognitive abilities

Excellence
   ____  Engaging in acquisition of new knowledge
   ____  Internalizing the importance of using multiple sources of evidence to support professional practice and decisions
   ____  Participating in integrative and collaborative practice to promote high quality health and educational outcomes
   ____  Conveying intellectual humility in professional and interpersonal situations

Integrity
   ____  Being trustworthy
   ____  Knowing one’s limitations and acting accordingly

Professional Duty
   ____  Facilitating each individual’s achievement of goals for function, health and wellness

Social Responsibility
   ____  Promoting cultural competence within the profession and the larger Public
   ____  Participating in achievement of societal health goals

SAFETY:
   ____  Attitude/Behavior reflect that patient safety is #1   ____  Responds to changes in patient’s status
Uses proper body mechanics  Observes safety regulations

LEGAL/ETHICAL:
Adheres to code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activity
Abides by the rules, regulations and laws applicable to the profession

INTERVENTIONS:
Modalities:
MH WP traction compression EM Radiation
CP Ionto Phono biofeedback wrapping/taping
US CPM e-stim paraffin tilt table

Therapeutic Exercises:
PROM aerobic conditioning breathing exercises/coughing
massage posture/body mechanics sensory/perceptual training
PRES stretching neuromuscular re-education
aquatics AROM balance/coordination
gym equip capsule stretching/soft tissue mobilization activities

Functional Training:
ADLS gait training bed mobility training W/C training
a.d. transfer training orthotics/prosthetics

Wound Care:
dressings debridement

DATA COLLECTION:
ADLS sensation posture/body mechanics flexibility
MMT skin orthotic/prosthetic anthropometric
pain vitals neuromuscular development balance
goni cognition environmental barriers

Student strengths:

Areas for improvement:

What materials do you need prior to the students arrival & when do you need them?

Faculty Signature: ______________________________
Date: ______________________________

Is there anything that we can do to help you develop your skills as a CI?
CLINICAL AFFILIATION INTERVIEW ON-SITE VISIT

Clinical Practicum II    III

(Circle one)

STUDENT: ___________________________     DATE: _____________________

FACILITY: ___________________________     TYPE OF PRACTICE: ________________

CLINICAL INSTRUCTOR(S): __________________________________________________

STUDENT SCHEDULE: _______________________________________________________

DAYS ABSENT: ______   DAYS MADE UP: ______

________________________________________________________________________________

Grade on a scale of 0 to 5 with 0 being never and 5 being always.

Professional Behaviors (Core Values)

Accountability

_____ Seeking and responding to feedback from multiple sources

_____ Acknowledging and accepting consequences of his/her actions

_____ Participating in the achievement of health goals of patients/clients

Altruism

_____ Placing a patient/client’s needs above the clinician’s

Compassion/Caring

_____ Understanding the socio-cultural, psychological and economic

_____ influences on the individuals’ life in their environment

_____ Understanding an individual’s perspective

_____ Attending to the patient’s/client’s personal needs and comforts

_____ Demonstrating respect for others and considers others as unique

_____ and of value

_____ Communicating effectively, both verbally and non-verbally, with

_____ others taking into consideration individual differences in

_____ learning styles, language and cognitive abilities

Excellence

_____ Engaging in acquisition of new knowledge

_____ Internalizing the importance of using multiple sources of evidence

_____ to support professional practice and decisions

_____ Participating in integrative and collaborative practice to promote

_____ high quality health and educational outcomes

_____ Conveying intellectual humility in professional and interpersonal

_____ situations

Integrity

_____ Being trustworthy

_____ Knowing one’s limitations and acting accordingly

Professional Duty

_____ Facilitating each individual’s achievement of goals for function,

_____ health and wellness

Social Responsibility

_____ Promoting cultural competence within the profession and the larger

_____ Public

_____ Participating in achievement of societal health goals
SAFETY:
_____ Attitude/Behavior reflect that patient safety is #1
_____ Responds to changes in patient’s status
_____ Uses proper body mechanics
_____ Observes safety regulations

LEGAL/ETHICAL:
_____ Adheres to code of ethics, standards of practice, and policies/procedures that govern the
conduct of professional activity
_____ Abides by the rules, regulations and laws applicable to the profession

INTERVENTIONS:
Modalities:
_____ MH  _____ WP  _____ traction  _____ compression  _____ EMRation
_____ CP  _____ Ionto  _____ Phono  _____ biofeedback  _____ wrapping/taping
_____ US  _____ CPM  _____ e-stim  _____ paraffin  _____ tilt table

Therapeutic Exercises:
_____ PROM  _____ aerobic conditioning  _____ breathing exercises/coughing
_____ massage  _____ posture/body mechanics  _____ sensory/perceptual training
_____ PRES  _____ stretching  _____ neuromuscular re-education
_____ aquatics  _____ AROM  _____ balance/coordination
_____ gym equip  _____ capsular stretching/soft tissue mobilization activities

Functional Training:
_____ ADLS  _____ gait training  _____ bed mobility training  _____ W/C training
_____ a.d.  _____ transfer training  _____ orthotics/prosthetics

Wound Care:
_____ dressings  _____ debridement

DATA COLLECTION:
_____ ADLS  _____ sensation  _____ posture/body mechanics  _____ flexibility
_____ MMT  _____ skin  _____ orthotic/prosthetic  _____ anthropometric
_____ pain  _____ vitals  _____ neuromuscular development  _____ balance
_____ goni  _____ cognition  _____ environmental barriers
_____ aerobic capacity/endurance

Student strengths:

Areas for improvement:

What materials do you need prior to the students arrival & when do you need them?

Faculty Signature: __________________________
Date: __________________________

Is there anything that we can do to help you develop your skills as a CI?
CLINICAL EXPERIENCE PROBLEM RESOLUTION
POLICY CLIN.ED. 9

POLICY:

The PTA Program faculty will be supportive of the students and field faculty by assisting in clinical experience problem resolution utilizing the following process designed to facilitate communication among all parties involved.

PROCEDURE:

Should a problem arise during clinical integration, the following steps toward resolution will be followed:

1. When a problem is identified, it will be discussed with the people involved at the earliest opportunity, but never in the presence of a patient or uninvolved personnel. Either the Clinical Instructor (CI) or the student can initiate the process, which includes identifying and defining the problem, listing potential solutions, selecting a solution, implementing the solution, and evaluating outcomes. The student will be included in the problem solving process to improve his/her skills in this area.

2. The content of the session will be documented and the signatures of the CI and student will be attained if warranted. Students are encouraged to document such discussions in their journal.

3. If either individual feels other intervention is needed, the Center Coordinator of Clinical Education (CCCE) will become involved.

4. If the problem still cannot be resolved, the CCCE will contact the Academic Coordinator of Clinical Education (ACCE). All interactions will be documented by the ACCE.

5. The ACCE will keep the Program Director appraised of any problems occurring in the clinic. The ACCE is responsible for problem resolution.

6. In the event that the problem cannot be solved and it is interfering with the student’s progress in the clinical education portion of the curriculum, the CCCE may request that the student be removed. Likewise, the Program Director may remove the student from the affiliation. The nature of the problem will guide the appropriate course of action.

Revised 8/21/2002, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
CLINICAL COMPETENCE DEFICIENCY
POLICY CLIN.ED.10

POLICY:

Clinical competency is a requirement in the Physical Therapist Assistant Program. A student with a clinical deficiency is at risk of failing the clinical experience. Deficiency may be in the area(s) of clinical skills, poor safety awareness/practice, unethical or professional behavior, or excessive number of absences (see Policy Acad.3). Unethical behavior is defined as failure to abide by the APTA’s Guide for Professional Conduct and Code of Ethics and the rules and regulations of the Physical Therapist Assistant Program and the clinical facility. Professional behavior is defined by the Core Values.

PROCEDURE:

The Clinical Instructor will take the following steps:

1. Discuss the concern with the student at the earliest opportunity and follow-up in a formal session to clarify concerns and counsel the student in ways to correct the deficiency. The CI will document the content of the deficiency, discussion with the student, and improvement plan. Both the CI and student will commit to the improvement plan by signature.
2. The CI must contact the Academic Coordinator of Clinical Education (ACCE) to discuss the CI’s perception of the student’s performance issues.
3. The CI will document specific incidents of behavior by the student leading to the CI’s concern and problem identification. This documentation must be submitted to the ACCE and include date, statement of problem, action taken to date, plan of action for remediation, and outcome.

The ACCE is ultimately responsible to assure that identified deficiencies are resolved and that the PTA Program’s standards have been met by the end of the clinical affiliation. Failure to meet the clinical education outcomes and PTA Program standards may result in an extended clinical education affiliation or failure of the course. The ACCE will discuss any remaining issues with the Program Director and an appropriate plan of action will be taken.

Revised 4/04/06, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
EVALUATIONS OF STUDENTS
POLICY CLIN.ED.11

POLICY:

Ongoing feedback of the student’s performance during clinical education is required for optimal learning. The PTA Program requires formal evaluation with documentation at the conclusion of Clinical Education 1 and at midterm and final for Clinical Education 2 and 3.

PROCEDURE:

The Clinical Instructor’s evaluation responsibilities include:
1. Ongoing, informal evaluations/feedback done on a daily basis.
2. Formal evaluation of the student utilizing the Clinical Performance Instrument (CPI) at least once (final) during Clinical Education 1 and twice (midterm and final) during Clinical Education 2 and 3.
3. Review of the CPI with the student and acknowledgement of review with signature.
4. Completion and signature of the in-service evaluation form.
5. Return of the CPI and in-service form to the PTA Program at the conclusion of the clinical experience.

Revised 8/21/2002, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
POLICY:

The University of Pittsburgh at Titusville PTA Program will utilize the APTA’s 20 criterion written Clinical Performance Instrument (CPI) to assist in fair grading of the clinical component of the curriculum. The clinical education course grades, utilizing the 20 criterion CPI is based upon the student’s progressive attainment of performance standards from the initial Clinical Education 1 to Clinical Education 2 to the final Clinical Education 3 as described on the CPI.

PROCEDURE:

The ACCE uses the following visual analog scale to objectify the CPI data:

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|   |   |   |   |   |
```

1 2 3 4 5

GRADING SCALE: (Minimum Performance Standard)

Performance Standard 1: Beginning Performance
Performance Standard 2: Advanced Beginner Performance
Performance Standard 3: Intermediate Performance
Performance Standard 4: Advanced Intermediate Performance
Performance Standard 5: Entry-Level Performance

Descriptions and examples of each CPI criterion are listed on the APTA’s 20 criterion hand written CPI.

The tables on the following pages identify the minimum performance standards for each CPI criteria at mid-term and final. Students with identified deficiencies on the CPI at the mid-term evaluation of Clinical Education 2 and 3 will receive consultation and advisement from the Clinical Instructor and ACCE in order to improve the standard of performance to pass the required minimum performance standard at the final evaluation.

Successful completion of the Clinical Education experience requires that the student be at a minimum performance standard of 3 (Intermediate Performance) by the completion of Clinical Education 1, a minimum performance standard of 4 (Advanced Intermediate Performance) by the completion of Clinical Education 2 and a minimum performance standard of 5 (Entry Level Performance) by the completion of Clinical Education 3. Exceptions to these minimum levels are Criteria #1, 2, 3, 4, 5 and 8 at the completion of Clinical Education 1 and Criteria #1, 2, 3, 4 and 5 at the completion of Clinical Education 2 which require a higher minimum performance standard as outlined in the charts below. Refer to Appendix A & B of the APTA’s Normative Model of Physical Therapist Assistant Education, Version 2006, which defines Entry-level data collection skills and technical skills respectively. It must be emphasized that a (5) is entry level as defined by the Normative Model and should not be compared to an experienced PTA.
Clinical instructors are requested to provide further information in the comment section which supports the given score, to offer ongoing feedback to the student and are instructed that the evaluation of student performance should be based on repeated performance, not isolated incidents.

The final grade earned for each clinical experience is based on the evaluation provided by the Clinical Instructor and completion of in-service and special projects as assigned by the ACCE. Strong consideration is given to the comment sections of each of the evaluation tool, the communications between the clinical faculty and the ACCE and information gathered during site visitation. The final grade depends on these factors and the outcome of the Physical Therapist Assistant Student Performance Evaluation competency ratings assigned by the Clinical Instructor. A Satisfactory (S) grade is also based upon satisfactory completion of special projects. No grade will be assigned until ALL portions of the clinical experience are completed. Failure to complete this assignment by the designated due date will result in an Unsatisfactory (U) grade.

Revised 4/04/06, 1/6/13, 12/30/13, 12/16/14

### CLINICAL EDUCATION 1

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<thead>
<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard</th>
<th>Minimum Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Safety</td>
<td>N/A</td>
<td>5</td>
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<tr>
<td>22. Responsible Behavior</td>
<td>N/A</td>
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<tr>
<td>23. Respectful Behavior</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>24. Ethical Practice</td>
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<td>5</td>
</tr>
<tr>
<td>25. Legal Practice</td>
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<td>5</td>
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<tr>
<td>26. Communication</td>
<td>N/A</td>
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<tr>
<td>27. Documentation</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>28. Individual/Cultural Differences</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>29. Clinical Problem Solving &amp; Judgments</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>30. Data Collection</td>
<td>N/A</td>
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<td>31. Plan of Care</td>
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<td>3</td>
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<tr>
<td>32. Patient Interventions</td>
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<td>3</td>
</tr>
<tr>
<td>33. Education</td>
<td>N/A</td>
<td>3</td>
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<tr>
<td>CRITERIA</td>
<td>Minimum Performance Standard</td>
<td>Minimum Performance Standard</td>
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<tr>
<td>34. Quality of Service Delivery*</td>
<td>N/A</td>
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<tr>
<td>35. Patient Services</td>
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<td>3</td>
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<td>36. Resource Management</td>
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<td>37. Fiscal Management</td>
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<td>38. Support Personnel</td>
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<td>39. Career Development/Lifelong Learning</td>
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<tr>
<td>40. Wellness and Health Promotion*</td>
<td>N/A</td>
<td>3</td>
</tr>
</tbody>
</table>

*If the student does not have enough experiences during this clinical affiliation to score, please mark as N/A (not applicable).

**GRADES ARE BASED ON THE FINAL EVALUATION, EXAM AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS.**
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard MID-TERM</th>
<th>Minimum Performance Standard FINAL</th>
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<tr>
<td>21. Safety</td>
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<td>36. Resource Management</td>
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<td>37. Fiscal Management</td>
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<td>39. Career Development/Lifelong Learning</td>
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<td>40. Wellness and Health Promotion*</td>
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*If the student does not have enough experiences during this clinical affiliation to score, please mark as N/A (not applicable).

GRADES ARE BASED ON THE FINAL EVALUATION, EXAM AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS.
## CLINICAL EDUCATION 3

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<tr>
<th>CRITERIA</th>
<th>Minimum Performance Standard MID-TERM</th>
<th>Minimum Performance Standard FINAL</th>
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<td>22. Responsible Behavior</td>
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<td>25. Legal Practice</td>
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<td>26. Communication</td>
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<td>27. Documentation</td>
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<td>28. Individual/Cultural Differences</td>
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<td>29. Clinical Problem Solving &amp; Judgments</td>
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<td>30. Data Collection</td>
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<td>31. Plan of Care</td>
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<td>33. Education</td>
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**GRADES ARE BASED ON THE FINAL EVALUATION, EXAM AND SATISFACTORY COMPLETION OF ALL ASSIGNMENTS**
REPEATING A CLINICAL ROTATION
POLICY CLIN.ED.13

POLICY:
The PTA Program faculty recognize that there are many factors that may lead to failure of a clinical experience and chooses to grant students a second chance when warranted.

PROCEDURE:
If a student does not successfully complete a clinical rotation, the following requirements must be met for the student to continue in the University of Pittsburgh at Titusville’s Physical Therapist Assistant Program.

1. **Remediation** – The student must meet all standards of remediation set by the Program Director.
   
   This could range from successful completion of all content areas to only those areas deemed necessary by the Program Director. Remediation requirements are based on the clinical evaluation from the clinical instructor, student input, and ACCE observations and analysis.

   Remediation could result in the extension of the student’s current clinical rotation in order to successfully complete all content areas to a level of performance as per clinical grading POLICY CLIN.ED.12

2. **Repeating the Clinical Rotation** – The student must successfully complete 160 hours of clinical rotation for Clinical Education 1 or 240 hours of clinical rotation for Clinical Education 2 or Clinical Education 3.

   Upon completion of the preceding requirements, a grade will be awarded to the student that is 10 percentage points below the grade received by the clinical instructor for the retake of the clinical experience. This grade must be at least at the 80th percent level of proficiency to pass the clinical.

Revised 06/28/10, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
NEW CLINICAL SITE DEVELOPMENT
POLICY CLIN.ADM.1

POLICY:
Clinical sites are extremely valuable resources because they are the foundation of the clinical education component of the Program. The criteria for the development of new clinical education sites is based upon the “Guidelines for Clinical Education Sites” from the Clinical Education Guidelines and Self-Assessments and the “Assessment of a Physical Therapy Clinical Education Center” published by the APTA.

PROCEDURE:
The PTA Program utilizes the following process in the development of a new clinical site:

1. After receiving a request for a clinical site from a student, the student and ACCE work together to obtain phone numbers and a contact person for that particular site or area in which the student would like to affiliate. Program Facility reserve the right to refuse a request if circumstances warrant.

2. The ACCE places an initial phone call to the site and screens the site using the Clinical Site Development Questionnaire established by the APTA.

3. If the site appears to meet the Program’s criteria as described in the documents listed above, a completed Clinical Site Information Form (CSIF) is requested.

4. At the same time, negotiations begin to obtain a signed clinical agreement between the Program and the affiliation site.

5. The CSIF is reviewed for the following items:
   a. Clinical site accreditation/ownership
   b. Staffing
   c. Available learning experiences
   d. Clinical instructor experience and appropriateness

6. If all Program criteria are met, the site is added to the reference file of clinical sites located in the ACCE’s office and students may be placed at that site.

7. Utilization of the site will be monitored per the Program’s quality improvement plan.

APTA’s “Guidelines for Clinical Education Sites” follow.

Revised 12/08/05, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
University of Pittsburgh at Titusville

PHYSICAL THERAPIST ASSISTANT PROGRAM

Clinical Site Development Questionnaire

______________________________________  __________________
Facility’s Name  Phone

______________________________________  __________________
Student requesting affiliation.  Date

Does your facility utilize PTA’s.
_____Yes

_____No

Does your facility accept students?
_____Yes

_____No

What is your PT: PTA ratio?  ________________

What is your caseload on an average day?  ________________

What type of facility are you?
_____Acute  _____Outpatient  _____SNF  _____Rehab  _____TCU

What are the major areas of learning experiences available to the student?
_____Orthopedic  _____Pediatrics  _____Geriatrics

_____Other  ____________________________________________
Do you know the student that we are asking to place?

_____ Yes  How do you know the student? ________________________________

_____ No

Address of
Facility______________________________________________________________

City_________________________  State____________  ZIP ____________

Contact Person: ________________________________  FAX: _______________
POLICY:
Written agreements between the University of Pittsburgh at Titusville PTA Program and the clinical facility exist for the provision of off-campus clinical experiences.

PROCEDURE:
Affiliation sites have the option of signing the University of Pittsburgh at Titusville’s Physical Therapist Assistant Program’s written agreement drafted by the University’s Office of General Council or submitting their own agreement to the PTA Program ACCE who forwards it to the Office of General Council for approval. The ACCE verifies that all Program and CAPTE requirements are maintained when the written agreement is generated by the clinical facility. Any contracts that do not meet CAPTE or the Program’s criteria are brought to the attention of the Program Director. The agreements, which delineate both facilities responsibilities, are kept in locked files in the PTA Program Office and are maintained by the following procedures:

1. The ACCE verifies there is an agreement on record for the clinical site prior to placement of a student.
2. Upon placement of the student, the clinical site is asked to review the Affiliation Agreement, and to contact the Program immediately if there need to be any changes.
3. The clinical site files are categorized into four divisions. “Current” for those currently being utilized. “Active” for facilities used within the last two years, “Dormant” for sites used more than 2 years ago, “Suspended” for sites that are no longer utilized. Only the “Current” clinical files must have an updated agreement.
4. As clinical sites are moved from the “Active” or “Dormant” status to “Current”, the written agreement is brought up to date and the site is re-evaluated by the ACCE to make sure that it still meets the Program’s criteria.

The content of the written clinical agreement is reviewed at least annually by the ACCE and Program Director as part of the quality improvement plan. Any adjustments to the contract must be approved by General Counsel prior to implementation.

Revised 11/5/02, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
CLINICAL SITE AND INSTRUCTOR EVALUATION
POLICY CLIN.ADM.3

POLICY:
An important part of the quality improvement plan at UPT’s PTA Program is the evaluation of clinical sites and field instructors after each clinical experience. Evaluation procedures are based on material from the APTA including Clinical Education Guidelines and Self-Assessments.

PROCEDURE:
Clinical instructors and clinical sites are evaluated on an ongoing basis using the following data:
1. Evaluations of students conducted at midterm and final.
2. Evaluations of clinical instructors conducted at the completion of the affiliation.
3. Evaluations of the facility conducted by the student at the conclusion of the affiliation.
4. Information obtained by the on-site visits during middle of the affiliation.
5. Communications between the Program and the clinical site.
6. Clinical Debriefing Form
7. APTA’s PTA Student Evaluation: Clinical Experience & Clinical Instruction

The data sources above are evaluated to assure that the students:
1. Receive appropriate supervision during the clinical experiences.
2. Have the variety of experiences necessary to meet the Program’s goals and objectives for clinical education and to achieve the expected complexity of clinical problem solving.
3. Have opportunities for direct patient care and teaching.
4. Have opportunities to observe and participate in other aspects of clinical practice such as billing, quality assurance, interaction with other disciplines, etc.
5. Develop clinical competency in performing data collection and interventions per the plan of care.

Pertinent information that is assessed for assuring that the field faculty is an appropriate choice for a PTA instructor and is a good role model includes, but is not limited to:
1. Professionalism
2. Clinical competence
3. Effective communication
4. Interpersonal skills
5. Instructional skills
6. Supervisory skills
7. Safety
The Program Director and the ACCE will review the above information as part of the Program’s quality improvement program. Clinical sites and instructors that provide appropriate learning environments will be continued. The PTA Program faculty will work with field faculty and/or clinical sites that are found to have deficiencies until the clinic/instructor meets Program standards. Development activities for clinical faculty may also include training to meet updates in the clinical education component for the Program as they develop.

If deficiencies cannot be resolved, the affiliation agreement will be terminated.

Revised 7/12/04, Reviewed 12/13/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
POLICY:
Field Faculty are those faculty that provide clinical instruction during the clinical component of the PTA Program.

PROCEDURE:
1. The ACCE is responsible for reviewing the qualifications of the clinical faculty through review of the CSIF, phone interview, interview with the CCCE, and/or on-site interview to assure that the clinical faculty are competent and prepared to assume clinical teaching responsibilities.
2. The ACCE is responsible for monitoring the activities of the clinical faculty while the student is in the clinical education experience and to provide assistance as needed to the clinical faculty.
3. The ACCE is responsible for ongoing review of the clinical faculty when they are teaching the PTA students. Additionally, the ACCE reviews the performance of the clinical faculty upon completion of the clinical experience. Faculty that are found to have deficits are counseled by the ACCE and/or CCCE.
4. The relationship of clinical faculty members to the University is documented in the Faculty Handbook. Essential information is found in the Faculty Handbook of the University of Pittsburgh at http://www.pitt.edu/~provost/handbook.html.
5. Rights, privileges, and responsibilities of the faculty are detailed in the University Policy and Procedure Manuals. Clinical faculty have access to the PTA faculty for mentoring and in-services, and are eligible to serve on the UPT PTA Advisory and Clinical Advisory Committees.
6. Clinical faculty are encouraged to become certified clinical instructors through the APTA. Periodically, the University provides scholarships for the certification program.

Revised 6/30/11, Reviewed 12/31/12, 12/30/13, 12/16/14, 12/28/15
ASSESSMENT OF SKILLS TAUGHT IN THE CLINIC
POLICY CLIN.ADM.5

POLICY:
It is the policy of the University of Pittsburgh at Titusville PTA Program that all techniques that
students learn will be assessed through competency testing prior to application on patients. For
those skills and techniques that are learned in the clinic and not in the classroom, it falls upon
the clinical instructor to insure student competency in these areas. Skills must not be beyond
entry-level expectations as defined by CAPTE or beyond the scope of practice for a PTA.

PROCEDURE:
After instruction in a clinical skill that was not part of the student’s didactic training, the clinical
instructor will be sure to assess the student’s competency prior to permitting the student to
perform the intervention or skill on the patient. The clinical instructor should document in the
student’s mid-term or final evaluation competency and skills learned in the clinic.

Revised 12/08/05, Reviewed 12/11/11, 12/31/12, 12/30/13, 12/16/14, 12/28/15
The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact Karen Skinner, Chairperson for Affirmative Action at the Titusville Campus University of Pittsburgh, 504 East Main Street, Titusville, PA 16354. (814) 827-4467.