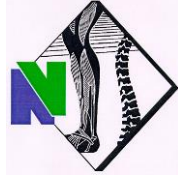
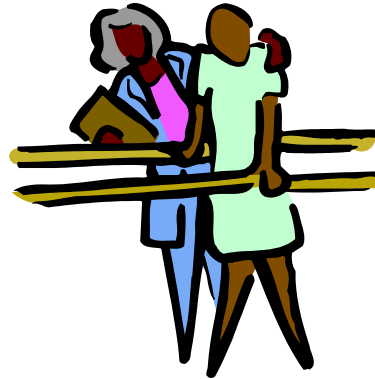
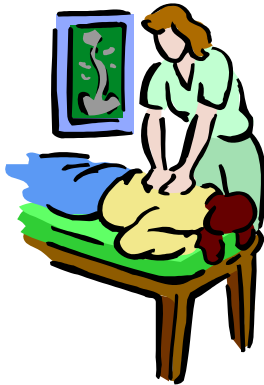


NVCC PTA Program



Clinical Education Student Handbook



Course Syllabi, Clinical Education
Procedures & Tools for Success
Fall 2016

The Physical Therapist Assistant program at Naugatuck Valley Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia, 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Contact the PTA Program

ACCE	Program Director	Secretary
Patty Beaupre, PT, MS	Dr. Janet MK Gangaway PT, DPT, OCS, ATC	Cheryl Marie
(203) 596-2156 (203) 575-8146 Fax	(203) 596-2156 (203) 575-8146 Fax	(203) 596-2157 (203) 575-8146 Fax
pbeaupre@nv.edu	jgangaway@nv.edu	cmarie@nv.edu

This handbook will improve your performance and success during your internship if you *keep it handy* and *use it!* You are responsible for compliance with the policies outlined in this document, so please review this handbook and keep it with you.

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SECTION I

**CLINICAL &
COURSE
EXPECTATIONS**

Naugatuck Valley Community College PTA Program Clinical Education Description

The academic portion of the physical therapist assistant program is designed to utilize didactic and laboratory experiences in preparing students in the cognitive, psychomotor and affective learning domains. Learning progressions are incorporated within each course and throughout the program to activate students' critical thinking skills, and ultimately their clinical decision-making skills.

Didactic instruction and collaborative learning provide the framework for a working knowledge base within this curriculum, while laboratory experiences provide the opportunity and repetition necessary to gain proficiency in the skills and procedures necessary for successful clinical performance as a physical therapist assistant student. Although students will experience clinically oriented teaching in the laboratory it is necessary to provide ample opportunity for students to observe actual patients, and practice the application of their cognitive, psychomotor and affective skills in the clinic. It is through this clinical experience that students will gain the competence and skills of an entry-level physical therapist assistant.

This program is designed to gradually introduce “real” patient interaction, measurement and treatment skills into the curriculum in the first, second, and third semesters of the coursework (PTA 125, PTA235 and PTA250). Clinic/lab-based experiences, such as functional mobility, range of motion, strength & neurological skill practice, will allow the students the opportunity to practice their skills on patients presenting with actual musculoskeletal, neurological and/or systemic deficits at local physical therapy settings.

The curriculum utilizes a part-time clinical experience to introduce students to problem-solving skills, treatment interventions and the role of the Physical therapist Assistant (PTA) following successful completion of the second semester. The curriculum is designed to provide a 96-hour part-time clinical experience incorporated into a third semester course (PTA258). This semester-long clinical exposure will provide the students with the opportunity to demonstrate basic patient communication skills, data collections skills, functional mobility skills, application of physical agents, and basic documentation. Clinical experience will provide clinical reflections and discussions in the didactic portion of the course.

The program culminates in the completion of two full-time clinical experiences (PTA262, PTA265) within area physical therapy settings. Students will be expected to complete their 7-week clinical experiences at one in-patient setting and one out-patient setting (any sequence). Objectives for these clinical experiences are based on terminal competencies of the physical therapist assistant program. Although the degree of skill and proficiency in many areas will vary from the first to the second full-time clinical experience, expectations for the same standards of performance exist for each clinical experience. At the completion of each clinical experience, students should be consistently meeting objectives in the major performance categories (as defined by thresholds identified for each experience). It is expected that frequent guidance will be necessary in the early phases in the experiences for areas relating to critical thinking and case management, while only occasional guidance and/or confirmation will be necessary in the final stages of the clinical experiences. Successful completion of the second full-time clinical experience will result in successfully meeting all degree requirements in the physical therapist assistant program.

Considerations for accepting students for clinical education experiences:

PTA258 PTA in the Healthcare Arena (2 credits)

This is a part-time clinical education experience that is integrated into a program course. This experience is one day per week, (8 hours), over the course of a 12-week period, for a total of ninety-six clinical contact hours. Students are assigned to different clinicians in the PT community for hands-on patient care. Although there is less continuity with this experience, students are able to apply new knowledge on a weekly basis through the semester. This experience is intended to provide students the opportunity for the demonstration and development of clinical skills, and would require the student to have the opportunity for **hands-on experience** with patients at least 50-75 % of their time in the clinic.

PTA262 PTA Internship II (5 credits)

PTA265 PTA Internship III (5 credits)

These clinical education experiences are traditional physical therapy models of clinical instruction. For each 7-week experience, students are assigned to different clinicians in the PT community in their final semester. Students need to complete one “inpatient” experience and one “outpatient” experience in this semester.

PHYSICAL THERAPIST ASSISTANT PROGRAM
Naugatuck Valley Community College

CLINICAL EDUCATION PROCEDURES

This portion of the education is done through collaboration with the physical therapy community. These procedures are designed to promote a successful learning experience *and* to ensure that the students meet the professional community's standards for physical therapy providers. Therefore, *please attend to these procedures diligently. If problems arise, discussion should first occur with your Clinical Instructor (CI) and/or the Center Coordinator of Clinical Education (CCCE).* Students should feel free to contact the Academic Coordinators of Clinical Education (ACCE) at any time with questions or unresolved conflicts: Patty Beaupre (203) 596-2156.

1. Clinical Assignments

Students have the opportunity to utilize previous student surveys and available Clinical Site Information Forms, to investigate available clinical sites. Please see Cheryl Marie (E600) for access to these files. Students who are interested in going to a specific site for a clinical education experience are encouraged to notify the ACCE by email, providing the contact information. Students are not to make direct contact with any facility/site in efforts of securing a student placement for a clinical experience. Scheduling of student placements for the part-time clinical experience will be handled during the second semester of the curriculum, and full-time clinical experiences during the third semester of the curriculum. The ACCE will make every attempt to place students in local areas for at least one clinical experience; however, the final determination will be based on the availability of sites balanced with the learning needs of the students in the program. Students may be required to travel over seventy-five (75) minutes to their experiences.

2. Clinic Requirements

Requirements for clinical affiliations include updated immunization and health records (PPD, Hepatitis B vaccine, flu vaccine etc.), Occupational Safety and Health Administration (OSHA) Training, completion of the criminal background check, and current Healthcare Provider CPR certification (American Heart Association or American Red Cross). An updated medical history and the required medical tests must be on record at the Office of Disability Services to be eligible for participation in clinical education. Students with an identified physical or mental impairment requesting accommodations must follow the appropriate channels per the college disability policy (see *Students with Special Needs* section in your syllabi). It is the student's responsibility to maintain a personal file including copies of updated medical information and CPR certification to provide to a clinical site if requested.

Students are responsible for providing the necessary documentation of those requirements (as needed) to their designated clinical sites at least two weeks prior to the clinical experience, or earlier if requested by the clinical site. Appropriate documentation for CPR certification must

also be on file with the PTA Program. Failure to do so will preclude attendance at clinical sites until compliance is met and could place your status in the program at risk. Liability (“malpractice”) insurance will be provided through a blanket liability policy for all students.

As a program expectation, all students are required to complete a criminal background check once admitted into the PTA program. An individual who has a past criminal record, cannot be guaranteed that they can be placed in a clinical education experience, which could prohibit them from continuing in the PTA Program. Pending the specific details of the criminal record, this may prohibit the student from obtaining a license as a PTA from the state in which they are seeking licensure.

A positive criminal background check and/or positive drug screen may preclude participation in clinical education experiences, eligibility to take the licensure exam, eligibility to obtain a PTA license or future employment. The ACCE will attempt to contact three clinical education facilities to obtain clinical placement in this situation. The ACCE cannot be otherwise responsible for finding an alternate clinical placement for a NVCC student who fails to pass the background check and/or a drug screen.

Some medical facilities require drug screening, finger printing, and/or checks for criminal records prior to employment, and these facilities will require that the same standard be met by any students participating in clinical education experiences. Facilities may require students to submit to a criminal background check with the specific vendor of their choice. **Students attending clinical education experiences will be subject to the policies and standards established by the clinical education facilities.**

According to the State of Connecticut, health care providers must display photographic identification badges during work hours. This act applies to students on clinical education experiences in the PTA program. Identification badges will be obtained at Naugatuck Valley Community College. The PTA program will provide instructions in regards to obtaining these badges and information required to do so. These badges are to be worn at all times while completing your clinical experience at your designated facility.

3. Initial Contact with Internship Sites

Clinical sites may or may not send out information to the student prior to the start of the clinical experience regarding an orientation to the facility, work hours, dress code, parking, etc. **Students are expected to make verbal contact with the clinical site at least 1 month prior to their arrival.** Completion and submission of the Student Data Form is necessary to let the Center Coordinator of Clinical Education (CCCE) and/or the clinical Instructor (CI) know your past experience and learning style. **Send your Student Data Form in a timely fashion so that your clinical instructor receives it two weeks prior to the start of the clinical experience.** If it is not submitted in a timely manner, it will jeopardize your ability to participate in this educational experience at the clinic.

4. Professionalism and Behavioral Requirements in the Clinic

4.1 During clinical education experiences, students are expected to adhere to the standards and requirements of the PTA program (as defined in the *PTA Program Student Handbook* and any addendums to college/program policy & procedures provided) AND those of that facility (i.e., dress, behavior, professional standards, confidentiality, etc.).

Expectations for Student Conduct

Students in the NVCC PTA Program are required to conduct themselves in a manner compatible with the high standards of the physical therapy profession, in accordance with the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (<http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf>) and the American Physical Therapy Association's Guide for Conduct of the Physical Therapist Assistant. (http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf).

Physical therapist assistant students are entering a profession that requires a high level of personal integrity. Compliance with recognized standards and policies of conduct provides an opportunity for students to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Students are expected to comply with established policies and procedures. Any violation of conduct will be dealt with according to the standards and practices outlined in the PTA Program Student Handbook, the individual College Student Handbook(s), and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct.

4.2 The clinic is an extension of the academic learning environment. Students are expected to be prepared daily, and to complete any assignments given by the CI.

4.3 Daily attendance is required. Greater than 1 absence per clinic-based learning experience will require scheduled make-up of the time lost at the clinic (all missed time for the part time clinical experience typically is expected to be made up). In the event of illness, the student is responsible for notifying the ACCE/PTA Program **AND** the CI prior to the start of the workday. The consequences of lost time will be determined by the ACCE, with input from the CCCE and CI.

If the student's physical/mental health status should change, including hospitalizations or visits to the emergency department/urgent care center, the student must notify the ACCE and/or the PTA Program Director and will be directed to the Office of Disability Services. The Office of Disability Services will determine the process and provide documentation required to return to the PTA program and to participate in clinical PTA courses.

In the event of a natural disaster/state of emergency, in which clinic hours are missed, the ACCE and PTA Program Director will make decisions regarding make-up time, on a situational basis.

Hours lost due to illness during the part-time clinical experience (PTA258) require make-up prior to the end of the scheduled clinic-based learning period.

4.4 Students are expected to adhere to, and attend, the clinic for a “full-time” schedule (PTA 262, PTA 265). Depending on the work hours of the clinical instructor, a full-time clinic schedule may include “flexible” hours. Unless otherwise approved by both the ACCE and the CCCE, students are expected to follow the schedule of their CI. Repeated tardiness will trigger involvement of the ACCE, and continued tardiness may result in review of the situation by the PTA Program faculty. Action may include (but is not limited to) severance of the student from the PTA Program

4.5 Students are required to provide their own transportation, living expenses (as necessary), and any other expenses while on clinical education experiences.

4.6 Student will follow the clinic’s schedule for holiday time-off while on clinical experiences. Students are required to attend clinic during the assigned hours regardless of weather-related college closing or delayed-openings. It is the responsibility of the student to plan other arrangements for travel or family obligations in the event of inclement weather. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.

Students may be required to travel considerable distances to their clinic site. In the event that the student feels it is a risk to their safety to travel to the clinic site, they may choose not to travel, but will be required to make up all lost time, which could result in an extension of their clinical experience.

4.7 Upon the completion of **each** clinical experience, the student must submit written clinical feedback/evaluation of the experience including: *PTA Student Evaluation: Clinical Experience & Clinical Instruction*, *Clinical Instructor Effectiveness*, and the *Evaluation of the ACCE & Clinical Internship Design* to the ACCE upon completion. The *PTA Student Evaluation: Clinical Experience & Clinical Instruction* completed form should be shown to the CI during the midterm and final performance review, providing feedback to the clinical site and CI. (This allows the opportunity for the site to make a copy for their records if desired).

5. ACCE Communications with CI/Student

The ACCE will schedule a conference with the CI and/or the CCCE for assessment of student performance and the clinical experience, during each clinical education experience either through telephone communication or an on-site visit. This discussion will involve the ACCE speaking with the CI and/or the CCCE and the student. The student’s progress relative to the defined

objectives will be discussed, as well as any additional issues needing to be addressed. For part time clinical education experiences, an alternative communication system with the student may be established.

6. Midterm Evaluations

The CI will perform an evaluation at mid-point of each clinical experience that provides the student with feedback on their performance. Each student must complete a self-evaluation to share with the CI during this meeting. Midterm signatures of both the student and CI will be recorded on the evaluation tool to signify the above indeed did occur. Major problem areas, including but not limited to, safety and/or low performance scores for skill or competence at mid-term will trigger active involvement of the ACCE. In these cases, the ACCE will have a discussion with the CI and/or CCCE and the student to develop a Student Success Plan that will target student objectives to meet competency requirements of the clinical experience and how the CI will support the student in their objectives

7. Final Evaluations

The CI will perform an evaluation at the end of each internship that provides the student with feedback on their performance. Each student must complete a self-evaluation to share with the CI during this meeting. Final signatures of both the student and the CI will be recorded on the evaluation tool to signify the above indeed did occur.

Successful achievement of the learning outcomes of the clinic-based learning experience (“Pass” grade) demonstrated by competence with the knowledge and skills unique to the PTA will be based on the recommendations of the clinical site, however, final determination will rest with the ACCE and academic faculty. Conditions, which place the student at risk for a grade reflecting unsuccessful achievement of learning (Withdrawal, Fail, or Incomplete) include, but are not limited to:

- 7.1 Unprofessional behavior (see Program Handbook) and/or not adhering to the ethical standards established by the APTA. (See 4.1 above)
- 7.2 Unsafe clinical performance and/or interventions with patients.
- 7.3 Greater than 1 absence per clinic-based learning experience (except due to illness, with medical documentation) or excessive tardiness.
- 7.4 Inability to safely and accurately manage the required schedule and caseload.
- 7.5 Incompetent performance within any major category on the evaluation of competency.
- 7.6 Failure to adequately meet the objectives previously outlined in a Student Success Action Plan.

8. Grading

- 8.1 Clinic-based education (PTA258-Clinical Component, PTA262, and PTA265) evaluation is based on a pass/fail (“P/F”) grading system. You must achieve a passing grade in all learning outcomes in order to earn a “P” for the course, and you must earn a grade of “P” in each clinic-based education course to meet degree requirements.
- 8.2 Evaluation in the clinic-based courses (PTA*258, PTA*262 and PTA*265) is based on a pass/fail (“P/F”) grading system. You must achieve a passing grade in all learning outcomes in order to earn a “P” for the course (PTA258 clinic component of course), and you must earn a grade of “P” in each clinic-based education course to meet the degree requirements.
- a. The Academic Coordinator of Clinical Education will only allow unsuccessful completion for the first episode in which a student does not meet the criteria for a “P” grade in a clinic-based education course.
- b. *Unsuccessful completion of a Pass/Fail clinic-based course will result in a final course grade of “F” for the clinic-based courses (PTA*262, PTA*265).

*Unsuccessful completion of a clinical education course upon the first occurrence will be recorded in your PTA file as failure of a clinic-based course, but recorded as an “I” for the course grade. A remedial clinical education experience **may** be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing (“P”) grade, and (3) on the approval of the PTA faculty. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of “F” for the clinical education experience.**

**Due to the sequencing of courses in the curriculum and the availability of clinical education resources, it may be highly likely that a remedial clinical education experience cannot be completed in the same semester.

*Unsuccessful completion of the clinic component of PTA 258, upon the first clinical occurrence, will be recorded in your PTA file as a failure of a clinic-based course, but recorded as an “I” for the course grade. The student will be required to continue to complete the lecture component of PTA258. A remedial clinical education experience **may** be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing (“P”) grade, and (3) on the approval of the PTA faculty. If a remedial clinical education experience is offered, this experience will need to be completed after final exams/practicals and most likely through the summer months. **Failure to complete the remedial experience**

successfully or to complete a remedial experience, will result in a final grade of “F” for PTA 258.

- c. Note that the student is only allowed to repeat one clinical education course experience for all of their clinic-based education per the procedures stated above. Upon the second occurrence (either within the same course *or* in two separate clinic-based education courses) they will be issued a grade of "F", resulting in severance from the program. A student who is severed from the program can only return to the program through the standard admission process for a new student.
- d. A student who is determined by the faculty to be clinically unsafe will be removed from the clinical setting immediately. Each individual situation will be assessed by the PTA faculty, with possible consultation of the situation (without identifying the student) by the PTA Program Advisory Board. Based on the situation, it is possible that the student may be offered a remedial experience based upon completion of a remedial plan, which would be developed by the program faculty on an individualized basis. It is also possible that given the situation of what occurred in the facility, that a student may not be offered a remedial experience. In this situation the student would receive an “F” for the clinical education course and would only be able to return following the process for admission as a new student, according to the application and admissions requirements at that time.
- e. Students who do not maintain patient confidentiality will be removed from the clinic immediately (they will also be subject to appropriate disciplinary and/or legal action). Students will also be removed from the clinic when absenteeism or tardiness make it impossible for the student to safely continue in a clinic-based education course due to missed practice/training (this includes students who are dismissed from the clinic for failure to meet the dress requirements). When this occurs the student will not successfully complete the clinical course requirements. Each individual situation will be assessed by the PTA faculty, with possible consultation of the situation (without identifying the student) by the PTA Program Advisory Board. Based on the situation, it is possible that the student may be offered a remedial experience based upon completion of a remedial plan, which would be developed by the program faculty on an individualized basis. It is also possible that given the situation of what occurred in the facility, that a student may not be offered a remedial experience. In this situation the student would receive an “F” for the clinical education course and would only be able to return following the process for admission as a new student, according to the application and admissions requirements at that time

8.3 Student Academic Appeals Process:

A student has the right to appeal the decision of a full-time or adjunct faculty member, staff member, program director, clinical coordinator or employee of the college. An academic appeal is defined as an allegation by a student that, as to him or her, an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards or the faculty member's own stated policy relating to the student's assignment of grades or other academic evaluation. The five steps of the Academic Appeals Process are:

Step One

The student must discuss the concern or issue with the college faculty member, clinical instructor or other employee of the college directly involved within fourteen (14) business days of the incident (48 hours if it is a clinical appeal). See Appeal Form 1.

Step Two

If the student is not satisfied with the resolution or outcome of step one, the student may bring the concern to the college employee who is one level above the college employee previously consulted. The student should provide additional supporting information within fourteen (14) business days of the previous resolution or 48 hours if it is a clinical appeal See Appeal Form 2. The clinical coordinator, course leader, department chair/coordinator, program director or other involved college employee will review the concern with the Division Leader. The resolution or outcome will be put in writing and a copy will be sent to the student, department chair, Dean of Academic Affairs and faculty member as well as any other college employees involved in the concern within 5 days.

Step Three

If the student is not satisfied with the resolution or outcome of step two, the student may request that an appeals committee reviews the matter. See Appeal Form 3. The appeal must be filed within fourteen (14) days of receipt of the response to Step Two. For academic matters, the Academic Appeals Committee will review the concerns, outcomes and resolutions from the previous steps. If it is a clinical decision or concern, the resolutions and outcomes will be reviewed by the Clinical Appeals Committee. The Clinical Appeals Committee will convene within 48 hours.

The Academic Appeals Committee/Clinical Appeals Committee can dismiss an appeal in which:

1. no new evidence has been presented to change a consistent decision emanating from the initial appeal steps
2. the appeal is untimely
3. the appeal is being pursued in another college procedure or tribunal
4. the appeal is intended to harass, embarrass or has otherwise been filed in bad faith.

If a quorum is not available, the Dean of Academic Affairs will hear the appeal. A response will be made to the student within five (5) days of receipt of the appeal or

within 48 hours if it is a clinical appeal. The student may still appeal to the Dean if the appeal is dismissed by the committee.

Step Four

If the student is not satisfied with the resolution or outcome of step three, the student may bring the concern to the Dean of Academic Affairs. See Appeal Form 4. The appeal must be filed within five (5) days of receipt of the response to step three or within 48 hours if it is a clinical appeal. The student will submit the appeal in writing along with any other relevant documents to the Dean of Academic Affairs, who will need to respond within five (5) days of the receipt of the appeal or within 48 hours if it is a clinical appeal.

Step Five

If the student is not satisfied with the resolution or outcome to Step Four, the student will appeal to the College President directly in writing. See Appeal Form 5. The appeal must be filed within five (5) days of receipt of the response to step four or within 48 hours if it is a clinical appeal. The President will respond within 14 days.

Academic Appeal Forms are available in the Student Handbook at:

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

9. Extensions

In the event that a student cannot demonstrate achievement of the learning outcomes for a clinic-based learning experience within the scheduled time frame, the ACCE reserves the option of extending the experience time period. The time period may be extended if: 1) there is reasonable expectation that such an extension would provide the student with the learning necessary to meet the learning outcomes, and 2) the facility agrees and can accommodate this request.

10. Remedial Clinical Education Experience

Students with unsuccessful completion of a clinical education experience for the first episode **may** be given the opportunity for a remedial clinical education experience. A remedial clinical education experience **may** be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. If the decision is to offer a remedial clinical experience, a remediation plan will be developed by the ACCE, PTA Program Director and/or the PTA Faculty. If this remediation plan is followed and completed, an additional clinical education experience may be offered. Sites will be selected by the ACCE and are based on clinical availability and with consideration of the learning needs of the student.

10.1 Students with unsuccessful completion for the first episode due to faculty-initiated withdrawal from the clinic-based learning experience will be reviewed on a case-by-case basis. See previously stated procedures for unsuccessful completion for the first episode.

10.2 Time extensions of clinic-based experiences will be based on defined expectations of the student's performance and behaviors as determined on a case-by-case basis by the ACCE and the CCCE.

10.3 Students with unsuccessful completion for the second episode on any part-time or full-time clinic-based learning experience will result in failure of the clinic-based course and are withdrawn from the program.

11. Health and Safety

11.1 INJURY AND SICKNESS INSURANCE

All enrolled students are automatically enrolled in the School Time Injury Only Insurance Plan. School time is defined as the time a student is attending classes or participating in and traveling directly to or from an activity sponsored by the College. LNJ 1/16

11.2 MALPRACTICE INSURANCE

Professional liability insurance is provided for students by the college of attendance.

11.3 INCIDENT / ACCIDENT FOLLOW-UP

In the event of any injury or illness occurring on the NVCC premises during a course or specific class period immediately notify the instructor. If the injury or illness is deemed serious (emergency) the Public Safety Department should be called at X8112 to initiate first aid.

Students who receive exposure to infectious diseases or to blood or body fluids during clinic-based educational activities may obtain follow-up services at Concentra Medical Center (8 South Commons Rd, Waterbury, 203-759-1229). If a student prefers follow-up from a different source the student will be responsible for the costs of all services. Note that there are limits to the liability assumed by the college (additional information is available through the Office of Disability Services). LNJ 1/16

11.4 ALLIED HEALTH INSURANCE POLICIES AND PROCEDURES

Students enrolled in the Allied Health programs at Naugatuck Valley Community College are automatically covered by an accident insurance plan when participating in a required clinical placement or related course. This is a limited health benefits plan and is not intended to cover all accrued medical expenses. This insurance plan contains specific dollar limits for medical services and will pay reasonable and customary medical costs after payment has been made by a student's personal medical insurance or it will provide primary coverage if the student does not have individual insurance. If the cost of the

required medical services exceeds the stated limits, the student will then be responsible for the remaining costs.

Students injured while participating in a required clinical placement or related course must comply with the following insurance procedures.

- If your personal insurance plan denies payment, or does not cover the total amount, to process this claim you must bring the insurance denial and medical bill(s) to the Office Disability Services (K519D).
- If you do not have medical insurance, you must bring **ALL** bills to the Office of Disability Services (K519D).
- If you need to be seen by a physician or are taken to an emergency room, services cannot be billed directly to this College. Bills received listing this College as the responsible billing agent will be returned to the student and/or medical provider. The student's name or insurance provider must be utilized for all billing.
- Medical treatment must be initiated and a claim submitted to the insurance company within 30 days following the date of the injury. Only expenses incurred within one year from this date will be considered for payment. Bills must be received by the company within 90 days of service to be considered for payment. Bills submitted after one year of the date of injury will not be considered for payment except in the absence of legal capacity.

INCIDENT/ACCIDENT REPORTS

- It is the student's responsibility to notify the instructor of an injury within 24 hours of the occurrence.
- It is the instructor's responsibility to notify the Office of Disability Services (K519D) of an injury within 48 hours of the occurrence.
- The instructor is also required to complete an Incident/Accident Report and submit it to the Office of Disability Services (519D) within 4 days of the injury.
- Insurance claims cannot be processed without a completed Incident/Accident Report.

LJN 1/16

PTA Program Clarification of Notification of Incident/Injury

Students injured while participating in clinic-based courses must comply with the following procedures.

- The student must notify the Clinical Instructor and/or the Center Coordinator of Clinical Education of the injury and complete any documentation required according to the facility policies and procedures.
- The student must notify the ACCE and/or the Program Director of the injury. There is an incident form that must be completed directly after the injury. The completed form will be submitted to the Office of Disability Services. This office will determine whether the student will require further documentation from a medical provider for medical clearance to be present in the clinic.

**Naugatuck Valley Community College
Waterbury, Connecticut**

**Allied Health, Nursing and Physical Education Division
Physical Therapist Assistant Program**

Part I: Course Information

CRN: 3177

Course Discipline/Number/Name:

PTA*260: Physical Therapy Seminar

Placement: Second Semester, Second Year (Fall 2016)

Number of Credits: Two credit hours (lecture: 30 contact hours)

Course Days & Times: This course will meet on two days immediately preceding the full-time clinical internships (PTA262, PTA265), one day at the completion of the first internship and one-half day at the completion of the second internship. Class hours will be approximately 8:30 a.m. - 3:30 p.m. in the PTA classroom or computer lab. **An alternative assignment may be given if classes are canceled due to weather. Please look to “ Other Requirements” for additional important dates.**

Prerequisites: PTA250, PTA253 and PTA258 with a grade of "C" or higher

Instructor:

Patty Beaupre, PT, MS
Professor, PTA Program

Office: E629

Email: pbeaupre@nv.edu

Phone: 203-596-2156

Office Hours: Tues: 10:30-11:30pm; 3:30-4:30pm
Thur. 10:30-11:30pm
(or by appointment)

Office Hours: Available by appointment. Please contact me via email or my office phone to schedule a time that you are available to have a discussion. Leave a message by 7:00pm, and I will return your call within the next 24-48 hours. If it is an emergency, please call the PTA department at 203-596-2157 during weekday hours.

Course Description: In this course students demonstrate the ability to apply principles of problem solving to selected professional issues, industry trends, and special populations that may

be encountered as a physical therapist assistant. Learning opportunities assist in the transition from student to clinician and identification of interest areas for lifelong learning.

Required Textbook:

- Giles S. (2015) *PTAEXAM: The Complete Study Guide*. (Scorebuilders)

Other Requirements:

- Online access to Blackboard Learn through the NVCC homepage (<http://www.nvcc.commnet.edu/>), utilizing the Blackboard link under Distance Learning. For those who do not have online access at home, computer labs are available to all PTA students on this campus.
- Complete familiarization and compliance with the PTA Program *Clinical Education Procedures* found in the *Clinical Education Student Handbook* and *PTA Program Student Handbook* is necessary and expected.
- Mock Licensure exam (Computer online-test from PTA exam book, 10/14/16).
- Mock Licensure exam (Online test, 12/12/16)
- Licensure Review Course (Two-day course (Thurs/Friday) 10/20/16 & 10/21/16; 8:30am to 4:30pm; **Mandatory-additional fee applies; more information to be provided**).

Additional Resources:

- Clynch HM. (2012) *The Role of the Physical Therapist Assistant Regulations and Responsibilities*
- Curtis KA, Newman PD. (2005) *The PTA Handbook*
- Curtis KA. (1999) *The Physical Therapist's Guide to Health Care*

Course Objectives: The objective of the course is to:

1. Expose students to the different responsibilities of the PT and the PTA.
2. Introduce methods to promote active communication with members of the health care team.
3. Expose students to qualities vital to become a clinical instructor and the processes involved to do so.
4. Appreciate individual therapists"/students" values and beliefs and how they relate to the values of the physical therapy profession.
5. Appreciate the role of physical therapy in the healthcare system, including the limitations to work within.
6. Expose students to the value of professional associations.
7. Appreciate the impact of fiscal considerations on ethical decision-making and clinical problem-solving.
8. Expose students to strategies to assist in their ability to self-assess their performance and set goals for continued progression as a clinician.

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

1. Develop and identify strategies to promote ongoing, active communication with physical therapists and other members of the health care delivery team.
2. Describe the qualities and preparations necessary to become a clinical instructor.
3. Identify your values and relate these to the values of the physical therapy profession and those of other health care providers.
4. Recognize and accept the limitations inherent as a physical therapy provider.
5. Describe the value and functions of professional associations.
6. Recognize the need for, and benefits from, advancing your learning and abilities as a graduate health care provider.
7. Provides accurate and timely information for billing and reimbursement purposes.
8. Develop self-assessment skills and strategies for online test-taking in preparation for licensure examination.
9. Demonstrate continued self-evaluation, learning, and accountability as a physical therapy provider.
10. Provide examples of quality assurance/performance improvement activities performed and/or discussed during internships and analyze the value of those activities.

Instructional Methodology

Learning in this course relies partly on lecture and mostly on group discussion and problem solving with cases, situations and scenarios primarily generated from experiences encountered during students' internships in physical therapy clinics and structured reflection. Problem solving will be practiced by analysis of situations and linking prior learning with learning / knowledge that is developing in the clinic. In addition to class time, this course will rely on web-assisted tools for communication with classmates and faculty (email, bulletin board) and online access to course materials and expectations. PTA Seminar (the Blackboard web-assisted course) can be located on the NVCC college homepage.

Course Outline/ Readings (Assignments):

The schedule "may be modified at the discretion of the instructor to accommodate students' needs, and the instructor will notify the students when doing so, but students are responsible for being aware of any changes."

"Updates to the ACCE" (Blackboard Learn): As part of the requirements for this course, you will also be required to post a private update to the ACCE during the early stage of each clinical internship. The form for this post is located on the blackboard course Physical Therapy Seminar, under Communication Tools. The update must be completed during each clinical internship at the completion of your second week (no later than midnight on Sun 9/11/16 and 11/6/16).

The timing of this update to the ACCE is important for your own clinical self-assessment and goal-setting, as well as the ACCE's awareness of any potential aspects that may need to be discussed/addressed prior to the mid-term assessment (generally occurring during the 3rd or 4th week of the internship). It is important that you are reflective about your strengths, weaknesses and strategies prior to completing the formal update online.

Guidelines for “Discussions” (Blackboard Learn): As part of the requirements for this course, you will be required to post *at least* 3 messages to the “discussion” board during each clinical internship. This is your link to your classmates and the faculty. Remember, progression through the clinical internship will be based not just on what you do but also on what and how you think. ****Discussion board posts can only be completed with active participation within your clinic setting.**

Posts should not be describing a specific patient case/situation. Any questions regarding a specific patient you are working with should be directed to your CI!! Please remember patient confidentiality. Please **DO NOT** mention any patient names, the name of the facility you are currently completing your internship, describe a specific patient scenario or any information that would allow an individual to be personally identified, on any of your posts.

This discussion board is an adjunct to your experiences in the clinic, and the value of this tool will be dependent on the type and level of the posts by you and your classmates. **The attainment of a passing grade will be dependent on your completion of the assignments in a timely manner.** The criteria for the “discussion” board posts are as follows:

- 1) **One post describing the role of the PTA in the clinical education of the PTA student and qualities you have found vital in a clinical instructor.** This post should be \geq a paragraph in length and demonstrate your reflection. Each of you will have unique experiences and perspectives to share, and it's important to consider this prior to posting. **DEADLINE:** end of the 3rd week (9/18/16 and 11/13/16).
1. **One post describing time management strategies you have utilized to ensure timely and accurate billing & documentation; and describe your considerations for accurately billing your treatments in your setting.** This post should also be \geq a paragraph in length and demonstrate your reflection and support for your response. **DEADLINE:** end of the 5th week (10/2/16 and 11/27/16).
2. **One post describing quality assurance/quality improvement activities at your facility and your participation and/or discussion of these activities with your CI/clinical staff.** This post should be \geq a paragraph in length and demonstrate your reflection and consideration about quality assurance/quality improvement within the physical therapy/healthcare setting. This post **WILL** require you discuss this topic with your CI, rehab director, and/or another discipline involved

with quality assurance/improvement. Give at least one example of quality assurance and one example of quality improvement activities, explaining the process of such at your facility. If there is not an example of such, develop an example of what you feel would be applicable to this setting/facility. This post should summarize your activity and/or your interpretation about this activity. **DEADLINE:** end of the 6th week (10/9/16 and 12/4/16).

3.

Assessment of Self and Clinical Learning Environment: Two weeks prior to each clinical internship each student is required to submit a Student Data Form to the clinical instructor, which details current learning goals and past clinical performance and learning experiences. Additionally, following each internship, students are required to submit a formal assessment of the clinical education site to the ACCE, which must be submitted to NVCC upon internship completion. It is an expectation that students will have this form completed by the last day of the internship, as clinical instructors will occasionally request a copy. These requirements are further defined in the Clinical Education Procedures.

Bibliography

Clynch HM. (2012) *The Role of the Physical Therapist Assistant Regulations and Responsibilities*

Curtis KA. (1999) *The Physical Therapist's Guide to Health Care.*

Curtis KA, Newman PD. (2005) *The PTA Handbook: Keys to Success in School and Career for the Physical Therapist Assistant.*

Internet Related Sites: Please refer to past course recommended sites to assist you while on your clinical internships.

Evaluative Criteria:

*The grade for this course will be determined by the course instructor based on attendance, class participation, and the student's timely completion of assignments (ex. web-based posts on the bulletin board, submission of the Student Data Form, and submission of the Student Survey of Clinical Education Experience, etc.). **Bulletin board post assignments must be completed while actively participating in the clinic setting.*

Part II: Resources

Grading System

This course is offered on a Pass/Fail ("P" or "F") basis

Grading System:

For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit. Grades on exams, papers, and quizzes, will be based on this grading system.

Numeric Grade	Acceptable Letter Grade Range to be used by the Instructor	Description
90-100	A- to A	Excellent
80-89	B-, B, B+	Above Average
70-79	C-, C, C+	Average
60-69	D-, D, D+	Below Average
Below 60	F	Failing

Blackboard Learn *(To be completed by instructor if Blackboard is utilized):*

This course makes extensive use of Blackboard Learn, the digital teaching and learning platform for the Connecticut Community Colleges, and all students will need access to the Internet (there are plenty of computing resources on campus) in order to take quizzes and access course resources. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments or submitting substantive discussion posts. If you have any problem using Blackboard Learn Mobile, you should contact Distance Learning at **203-575-8182** dl@nv.edu.

During off-hours please visit our *Web Support Center* <https://websupport.ct.edu> and search “Blackboard Mobile Learn” or call **860-723-0221** (Mon-Thr, 8a.m. - 8p.m., Fri 8a.m. - 5p.m., Sun 1p.m. - 9p.m.). If these resources are not available, please resort to using your desktop/laptop computer for all course viewing and activity. Students and Faculty can access Blackboard Learn through our myCommNet portal <http://my.commnet.edu>, our Blackboard Learn App <https://websupport.ct.edu/content/can-i-use-blackboard-my-smartphone-or-tablet-device>, or directly at <https://ct-cc.blackboard.com/>.

Tutoring Resources:

The Academic Center for Excellence (ACE), provides tutoring in math, sciences, English and writing, and numerous other subjects. Students can learn about the full range of tutoring and other student success services by going by the ACE in E500 Ekstrom Hall, visiting its webpage at <http://www.nv.edu/Student-Life/ACE-Tutoring>, or

by calling (203) 596-8717. The ACE is located on both campuses, Danbury and Waterbury.

Waterbury Campus Hours:

Monday & Tuesday	8 am – 8 pm
Wednesday & Thursday	8 am – 7 pm
Friday	8 am – 4 pm
Saturday	10 am – 3 pm
Sunday	12 pm – 4pm

Danbury Campus Hours:

The Danbury campus ACE is located on the third floor, outside CL4. Hours are arranged as the schedule is finalized each semester.

Library Resources:

On the Waterbury Campus, The Max R. Traurig Library is located on the 4th and 5th floors of the L building. The library has books, journals, databases, research guides, DVDs and CDs to support the college curriculum, as well as copies of all the textbooks used at NVCC. Textbooks and ESL readers are available in the administrative office at the Danbury Campus. The online journal databases, ebooks, and streaming videos can be accessed via the library website at www.nv.edu/library or through the Library tab in MyCommNet.

Waterbury Campus Hours:

Monday - Thursday	8 am – 8 pm
Friday	8 am – 4:30 pm
Saturday & Sunday	10 am – 2 pm

Library Circulation Desk: (203) 575-8024

Reference Desk: (203) 575-8244

Text Us! (203) 951-8189

Email: library@nv.edu

Danbury Campus Hours:

For the Danbury Campus, librarians work with faculty to schedule in-class instruction. Textbooks are available from the Administrative offices.

Dean of Academic Affairs:

Dr. Irene Rios-Knauf

Kinney Hall – 719

Irios-knauf@nv.edu

Part III: Important College Information and Policies Related to this Class

NVCC Absences and Attendance Guidelines:

- The Faculty expects that each student will exercise personal responsibility regarding class attendance.
- All students are expected to attend every class session of each course for which they are registered.
- Students are responsible for all that transpires in class whether or not they are in attendance, even if absences are the result of late registration or add/drop activity at the beginning of a term as permitted by college policy.
- The Faculty defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Distance Learning courses will use criteria established by the Instructor.
- When presence counts towards a class participation grade, excessive absence or lateness may, at the discretion of the instructor, lower a student's course grade.
- Instructors will maintain class participation records.

Class Attendance Policy: (As per the PTA Program Policy):

The Program's faculty encourages you to understand that this is a challenging program of education. Understanding and applying the art and science of physical therapy requires competence with a broad base of knowledge and clinical abilities. Our experience indicates that studies must be your first priority to succeed in this program. Timeliness and arriving fully prepared are also essential to success in physical therapy, whether it is for your education or your career as a PTA.

The program design is such that the first year physical therapy classes and lab/clinic experiences are scheduled twice weekly, and your general education courses must be fit into the remaining times. There is the potential that students may have a full credit load each semester. Individuals, who have completed the general education courses prior to entering the PTA program, will have a significant decrease in the credit load per semester. Your physical therapy educational responsibilities extend beyond those days on which classes are scheduled. Obligations such as advisory meetings with faculty, time for practice of clinical skills, meeting with study groups, lab competency/practical examinations and re-tests, library or computer lab assignments, etc. must be met outside of the days on which physical therapy classes are scheduled. Please plan your schedule accordingly.

1. *Attendance and punctuality are required and expected for all lecture and laboratory classes. Class and laboratory experiences are designed to allow you to meet specific learning objectives essential to safe and competent clinical performance. Excessive absence may result in students not achieving the learning objectives essential to a competent physical therapist assistant.*

- *Students are responsible for all information discussed in class as well as the material assigned from the texts. Students are expected to attend all classes.*
- *Instructors reserve the right to penalize students by way of the course grade for excessive absenteeism. Excessive is defined as having more absences per semester than the number of times the class/lab meets per week. For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor. Specific attendance policies are included in the syllabus for each course.*

Notification of the course instructor prior to the class, with justification for the cause of tardiness or lapse in attendance, is expected from each student. In the event that a student has an excessive number of absences or tardy occurrences within a course, a faculty review of the student's academic status will be initiated and the student will be placed on probation.

2. *If you arrive late for examinations you will not be given additional time to complete the examination. If you will be unable to take an examination due to an emergency you must notify the instructor prior to the examination. In the event that a student is physically not able to notify the instructor in an emergency situation, the student must notify the instructor as soon as able, explaining the situation. A student who fails to meet this requirement will receive a grade of zero (0) for the exam.*
3. *In the event of inclement weather listen to the local radio stations. Refer to the NVCC Student Handbook for a listing of radio stations designated to report the College's status. The college also offers an alert system via mycommnet. Please access NVCC college website for details on how to sign up. You are to report to classes as instructed. If the college is closed on a scheduled exam day, that exam will be given at the next scheduled class.*

*Clinical Education (courses PTA*258, PTA*262 and PTA*265): you are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.*

Students may be required to travel considerable distances to their clinic site. In the event that the student feels it is a risk to their safety to travel to the clinic site, they may choose not to travel, but will be required to make up all lost time, which could result in an extension of their clinical internship.

Class Cancellations:

With the potential for faculty emergencies or inclement weather, class cancellations or delays are a possibility. If a class is cancelled or delayed, instructors may plan for a qualified substitute instructor or plan make-up assignments for any class time missed. Faculty can plan for make-up assignments through a variety of ways including, but not

limited to, the use of reading days, extended class time, or online/additional class assignments. **Cancellation or delay of classes due to inclement weather is made only by the President of the College. To promptly learn of these cancellations or delays, please sign-up for MyCommNetAlert for immediate notifications.**

Make-up Policy:

There is no provision for make-up time. When a student has excessive absenteeism in this course, a review by the Physical Therapist Assistant Program's faculty is initiated. Their decision and action may include initiation of the probation policy per the PTA program policies. In the event of class cancellation for weather or natural disaster, an alternative assignment may be given.

Students with Special Needs-ADA:

Students who may require academic adjustments on the basis of a learning disability are encouraged to contact the Counselor for Students with Learning Disabilities (Terry Latella K519C). At the Danbury campus, contact Associate Dean, Antonio Santiago.

Students who may require adjustments on the basis of all other disabilities should contact the Coordinator of Disability Services (Laurie Novi K519D). After providing documentation and completing the disability disclosure process, students are then encouraged to meet with their instructor(s) to discuss the adjustments approved by the appropriate disabilities contact and to complete the Adjustments Agreement form. Adjustments are not retroactive, students are therefore encouraged to meet with their instructor(s) at the beginning of each semester. Instructors, in conjunction with appropriate college personnel, will provide assistance and/or adjustments only to those students who have completed the disability disclosure and academic adjustments process.

Academic Honesty Statement:

At NVCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' student discipline policy 5.2.1 Policy on Student Conduct, Section 3, Paragraph 2. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. Anyone who violates the Board policy may fail the course at the discretion of the instructor. (Please see the Student Handbook on the College website link [page 7] for more information.)

A student may not obtain a transcript notation of "W" in a course if there exists substantial reason to believe the student has engaged in academic misconduct in the course. A transcript notation of "W" will only be permitted for such students when the

final resolution results in finding the student did not commit academic misconduct in the course.

Student Academic Appeals Process:

A student has the right to appeal the decision of a full-time or adjunct faculty member, staff member, program director, clinical coordinator or employee of the college. An academic appeal is defined as an allegation by a student that, as to him or her, an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards or the faculty member's own stated policy relating to the student's assignment of grades or other academic evaluation. The five steps of the Academic Appeals Process are:

Step One

The student must discuss the concern or issue with the college faculty member, clinical instructor or other employee of the college directly involved within fourteen (14) business days of the incident (48 hours if it is a clinical appeal). See Appeal Form 1.

Step Two

If the student is not satisfied with the resolution or outcome of step one, the student may bring the concern to the college employee who is one level above the college employee previously consulted. The student should provide additional supporting information within fourteen (14) business days of the previous resolution or 48 hours if it is a clinical appeal See Appeal Form 2. The clinical coordinator, course leader, department chair/coordinator, program director or other involved college employee will review the concern with the Division Leader. The resolution or outcome will be put in writing and a copy will be sent to the student, department chair, Dean of Academic Affairs and faculty member as well as any other college employees involved in the concern within 5 days.

Step Three

If the student is not satisfied with the resolution or outcome of step two, the student may request that an appeals committee reviews the matter. See Appeal Form 3. The appeal must be filed within fourteen (14) days of receipt of the response to Step Two. For academic matters, the Academic Appeals Committee will review the concerns, outcomes and resolutions from the previous steps. If it is a clinical decision or concern, the resolutions and outcomes will be reviewed by the Clinical Appeals Committee. The Clinical Appeals Committee will convene within 48 hours.

The Academic Appeals Committee/Clinical Appeals Committee can dismiss an appeal in which:

1. no new evidence has been presented to change a consistent decision emanating from the initial appeal steps
2. the appeal is untimely
3. the appeal is being pursued in another college procedure or tribunal
4. the appeal is intended to harass, embarrass or has otherwise been filed in bad faith.

If a quorum is not available, the Dean of Academic Affairs will hear the appeal. A response will be made to the student within five (5) days of receipt of the appeal or within 48 hours if it is a clinical appeal. The student may still appeal to the Dean if the appeal is dismissed by the committee.

Step Four

If the student is not satisfied with the resolution or outcome of step three, the student may bring the concern to the Dean of Academic Affairs. See Appeal Form 4. The appeal must be filed within five (5) days of receipt of the response to step three or within 48 hours if it is a clinical appeal. The student will submit the appeal in writing along with any other relevant documents to the Dean of Academic Affairs, who will need to respond within five (5) days of the receipt of the appeal or within 48 hours if it is a clinical appeal.

Step Five

If the student is not satisfied with the resolution or outcome to Step Four, the student will appeal to the College President directly in writing. See Appeal Form 5. The appeal must be filed within five (5) days of receipt of the response to step four or within 48 hours if it is a clinical appeal. The President will respond within 14 days.

Academic Appeal Forms are available in the Student Handbook at:

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

Official Student Email:

All Naugatuck Valley Community College students are given an official student email address. This email address is the primary mode of communication with the college. It is a student's responsibility to check this e-mail for all communications from their instructors and the college. Emails will no longer be sent to personal email accounts. The College gives free access to web applications of Microsoft Word, Excel, PowerPoint and OneNote. Visit nv.edu/email for details on setting up your account or for help, call or visit IT: 203-575-8092 or nv.edu/IT.

Important Link to additional information:

Please see the Student Handbook on the College website for more information on these and other policies and procedures such as Code of Conduct Violations, Cell phone use in class, Children on Campus, Smoking Policy, and more.

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

Electronic Devices on Clinical Experiences: *Students must have cell phones on vibrate mode in the clinic. If there is an emergency situation occurring in your private life, in which you anticipate the need to have communication with an individual outside of the clinic, please notify*

the instructor that morning. Students WILL NOT be allowed to answer any cell phone call or text while working with patients or if in patient treatment areas. If this is not followed, your grade could be affected. If the clinical facility has more stringent policies in place regarding cellular devices, the student must follow the facility policies. No student is allowed to voice or video record anything that occurs within the clinic. Students are also not allowed to utilize personal electronic devices for review of patient information or documentation purposes.

Continuing Notice of Nondiscrimination:

Naugatuck Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following individual has been designated to handle nondiscrimination policies regarding disability policies: Robert Divjak, Director of Facilities/Section 504/ADA Coordinator, Room C216, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8235. The following individual has been designated to handle nondiscrimination policies regarding sex discrimination as well as other forms of prohibited discrimination: Jacquie Swanson, Associate Director of Human Resources/Title IX Coordinator, Room K704, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8043.

Office of the Dean of Academic Affairs
March 11, 2016
March 16, 2016
March 28, 2016

Expectations for Student Conduct

Students in the NVCC PTA Program are required to conduct themselves in a manner compatible with the high standards of the physical therapy profession, in accordance with the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (<http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf>) and the American Physical Therapy Association's Guide for Conduct of the Physical Therapist Assistant. (http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf).

Physical therapist assistant students are entering a profession that requires a high level of personal integrity. Compliance with recognized standards and policies of conduct provides an opportunity for students to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Students are expected to comply with established policies and procedures. Any violation of conduct will be dealt with according to the standards and practices outlined in the PTA Program Student Handbook, the individual College Student Handbook(s), and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct.

This syllabus provides a framework for the course; however, the final schedule, grading tools, etc. are subject to modification during the semester. *An alternative assignment may be given if classes are canceled due to weather.*

Please note polices and/or statements italicized in Part II or Part III are PTA Program Polices and/or Statements.

**Naugatuck Valley Community College
Waterbury, Connecticut**

**Allied Health, Nursing and Physical Education Division
Physical Therapist Assistant Program**

Part I: Course Information

CRN: 3576

Course Discipline/Number/Name:

PTA*262: PTA Internship II

Placement: Second Semester, Second Year (Fall, 2016)

Number of Credits: Five credit hours (clinic: 280 contact hours)

Course Days & Times: This course takes place on a full time basis over the course of seven weeks within a physical therapy setting within the community. You are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.

Prerequisites: PTA250, PTA253 and PTA258 with a grade of "C" or higher

Instructor:

Patty Beaupre, PT, MS
Academic Coordinator of Clinical Education
Professor, PTA Program

Office: E629

Email: pbeaupre@nv.edu

Phone: 203-596-2156

Office Hours: Tues: 10:30-11:30pm; 3:30-4:30pm
Thur. 10:30-11:30pm
(or by appointment)

Office Hours: Available by appointment. Please contact me via email or my office phone to schedule a time that you are available to have a discussion. Leave a message by 7:00pm, and I will return your call within the next 24-48 hours. If it is an emergency, please call the PTA department at 203-596-2157 during weekday hours.

Course Description: Within this clinic-based course students learn to integrate and apply physical therapy concepts and to effectively perform physical therapy interventions as a physical

therapist assistant. Students develop their abilities for daily organization and management of a patient caseload and effectively contribute to the health care team.

Required Textbook:

There is no text that must be obtained for this course, but students will use all of the texts required in their previous physical therapy courses as resources while they participate in this course.

Course Objectives: The objective of the course is to:

1. Expose students to a physical therapy plan of care as established by the physical therapist and appreciate the ability to select appropriate interventions, monitor patient response, and respond accordingly.
2. Develop students' appreciation for patient information necessary to report to the physical therapist.
3. Introduce students to situations in which emergency actions are necessary.
4. Appreciate appropriate and inappropriate interventions directed to PTA by PT and how to choose correct course of action.
5. Appreciate when a patients' status has changed and when deferral to the physical therapist is indicated.
6. Develop an appreciation for proper instruction/education and interactions with the patient, family, and caregivers.
7. Appreciate the importance of proper use of medical/laymen terminology, spelling, and grammar for verbal and nonverbal communication.
8. Expose students to patient situations requiring execution of appropriate physical therapy interventions within the PT's plan of care.
9. Develop students' ability to document patient treatments appropriately.
10. Expose students to situations which require the ability to interact appropriately within the healthcare team.
11. Appreciate the need for organization, to be able to deliver patient interventions within the PT's plan of care in a professional, efficient, and productive manner.

Learning Outcomes: at the conclusion of this course the student will consistently and competently be able, under appropriate supervision from the Clinical Instructor(s), to:

1. Demonstrate competence with all prerequisite clinical objectives (i.e. those from PTA258).
2. Progress patients through the physical therapist's plan of care. a. Implement interventions within the plan of care;
b. Monitor the patient's response;
c. Respond appropriately.
3. Report pertinent information about the patient's status/performance to the supervising PT.
4. Take appropriate action in an emergency.
5. Recognize when interventions have been inappropriately selected by the physical therapist to be directed to the PTA and initiate clarification and modification with the

- physical therapist.
6. Recognize when an intervention should not be provided because of changing clinical conditions and defer to the physical therapist.
 7. Provide patient-related instruction to patients, family members and caregivers based on the plan of care established by the physical therapist.
 8. Demonstrate constructive, effective and sensitive interactions with patients, families and health care team members.
 9. Use appropriate medical terminology, spelling, and grammar with all documentation and verbal communication.
 10. Provide physical therapy interventions with physical agents.
 - Demonstrate knowledge of appropriate indications, contraindications and precautions for each modality.
 11. With minimal guidance, develop and perform appropriate therapeutic exercise interventions and integrate progressions within the physical therapist's plan of care.
 12. With minimal guidance, participate in discharge planning activities including, but not limited to, data collection regarding the home situation, patient education and identification of necessary home equipment.
 13. Maintain accurate documentation records.
 14. Complete thorough, accurate, logical, concise, timely and legible documentation including, but not limited to, progress notes, flow sheets, and patient billing that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
 15. With minimal guidance, identify gait and functional movement deficits and implement corrective interventions from within the physical therapist's treatment plan.
 16. Accurately perform data collection for flexibility, strength and other impairments.
 17. Integrate knowledge of anatomy and physiology into the implementation and modification of the physical therapist's treatment plan.
 18. Delegate tasks to support personnel with minimal guidance.
 19. Organize the sequence of physical therapy interventions to maximize efficiency and effectiveness during sessions with patients.
 20. Demonstrate commitment to learning through the productive use of free time and the completion of all assigned tasks.
 21. With advice from the Clinical Instructor: formulate and implement weekly a plan for personal development to meet learning goals.
 22. Present an in-service to the clinic's staff on a topic relevant to that facility and/or patient population.
 23. Effectively manage a caseload with productivity at 75% of that of a licensed physical therapist assistant at new graduate level.

Instructional Methodology

This course is an internship and learning activities occur within a 'working' physical therapy clinic. This design provides students with real-life learning activities and hands-on practice. The learning is achieved through participation in problem-solving activities (including inductive and deductive reasoning), coaching from the clinical instructor(s), investigative research, student

teaching, socialization with clinicians, and reflection. The most valuable learning resource will be self-assessment utilizing feedback from clinical instructors, other clinicians and patients. **An alternative assignment may be given if classes are canceled due to weather**

Course Outline/ Readings: The schedule “may be modified at the discretion of the instructor to accommodate students’ needs, and the instructor will notify the students when doing so, but students are responsible for being aware of any changes.”

Assignments- Assignments nightly as per facility clinical instructor(s)/ACCE and nightly preparation for each days’ patient caseload as designated per facility clinical instructor(s).

Assessment of Self and Clinical Learning Environment: Two weeks prior to each clinical internship each student is required to submit a Student Data Form to the clinical instructor, which details current learning goals and past clinical performance and learning experiences. Additionally, following each internship, students are required to submit a formal assessment of the clinical education site to the ACCE, which must be submitted to NVCC upon internship completion. It is an expectation that students will have these forms completed by the last day of the internship, as clinical instructors will occasionally request a copy. These requirements are further defined in the Clinical Education Policies.

Bibliography: No specific texts are utilized for this course, as this is an internship experience in the community. Please refer to past course bibliographies for resources specific to each PTA course’s content.

Internet Related Sites: Please refer to past course recommended sites to assist you while on your clinical internships, as well as:
<http://library.icelearningcenter.com/user/login/?next=/>.

Evaluative Criteria:

The grade will be determined by the course instructor (the Physical Therapist Assistant Program’s Academic Coordinator of Clinical Education) based on the student’s performance as evaluated within the Student Clinical Performance Instrument for this course, ongoing verbal and written communication of student performance with the clinical faculty and compliance with the program’s clinical policies.

Part II: Resources

Grading System

*Evaluation in the clinic-based courses (PTA*258, PTA*262 and PTA*265) is based on a pass/fail ("P/F") grading system. You must achieve a passing grade in all learning outcomes in order to earn a "P" for the course (PTA258 clinic component of course), and you must earn a grade of "P" in each clinic-based education course to meet the degree requirements.*

a. *The Academic Coordinator of Clinical Education will only allow unsuccessful completion for the first episode in which a student does not meet the criteria for a "P" grade in a clinic-based education course.*

b. **Unsuccessful completion of a Pass/Fail clinic-based course will result in a final course grade of "F" for the clinic-based courses (PTA*262, PTA*265).*

Unsuccessful completion of a clinical education course upon the first occurrence will be recorded in your PTA file as failure of a clinic-based course, but recorded as an "I" for the course grade. A remedial clinical education experience **may be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for the clinical education experience.***

***Due to the sequencing of courses in the curriculum and the availability of clinical education resources, it may be highly likely that a remedial clinical education experience cannot be completed in the same semester.*

Unsuccessful completion of the clinic component of PTA 258, upon the first clinical occurrence, will be recorded in your PTA file as a failure of a clinic-based course, but recorded as an "I" for the course grade. The student will be required to continue to complete the lecture component of PTA258. A remedial clinical education experience **may be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. If a remedial clinical education experience is offered, this experience will need to be completed after final exams/practicals and most likely through the summer months. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for PTA 258.***

c. *Note that the student is only allowed to repeat one clinical education course for all of their clinic-based education per the procedures stated above. Upon the second occurrence (either within the same course or in two separate clinic-based education courses) they will be issued a grade of "F", resulting in severance from the program. A student who is severed from the program can only return to the program through the standard admission process for a new student.*

Grading System:

For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit. Grades on exams, papers, and quizzes, will be based on this grading system.

Numeric Grade	Acceptable Letter Grade Range to be used by the Instructor	Description
90-100	A- to A	Excellent
80-89	B-, B, B+	Above Average
70-79	C-, C, C+	Average
60-69	D-, D, D+	Below Average
Below 60	F	Failing

Blackboard Learn (To be completed by instructor if Blackboard is utilized):

This course makes extensive use of Blackboard Learn, the digital teaching and learning platform for the Connecticut Community Colleges, and all students will need access to the Internet (there are plenty of computing resources on campus) in order to take quizzes and access course resources. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments or submitting substantive discussion posts. If you have any problem using Blackboard Learn Mobile, you should contact Distance Learning at **203-575-8182** dl@nv.edu.

During off-hours please visit our *Web Support Center* <https://websupport.ct.edu> and search “Blackboard Mobile Learn” or call **860-723-0221** (Mon-Thr, 8a.m. - 8p.m., Fri 8a.m. - 5p.m., Sun 1p.m. - 9p.m.). If these resources are not available, please resort to using your desktop/laptop computer for all course viewing and activity. Students and Faculty can access Blackboard Learn through our myCommNet portal <http://my.commnet.edu>, our Blackboard Learn App <https://websupport.ct.edu/content/can-i-use-blackboard-my-smartphone-or-tablet-device>, or directly at <https://ct-cc.blackboard.com/>.

Tutoring Resources:

The Academic Center for Excellence (ACE), provides tutoring in math, sciences, English and writing, and numerous other subjects. Students can learn about the full range of tutoring and other student success services by going by the ACE in E500 Ekstrom Hall, visiting its webpage at <http://www.nv.edu/Student-Life/ACE-Tutoring>, or by calling (203) 596-8717. The ACE is located on both campuses, Danbury and Waterbury.

Waterbury Campus Hours:

Monday & Tuesday	8 am – 8 pm
Wednesday & Thursday	8 am – 7 pm
Friday	8 am – 4 pm
Saturday	10 am – 3 pm
Sunday	12 pm – 4pm

Danbury Campus Hours:

The Danbury campus ACE is located on the third floor, outside CL4.
Hours are arranged as the schedule is finalized each semester.

Library Resources:

On the Waterbury Campus, The Max R. Traurig Library is located on the 4th and 5th floors of the L building. The library has books, journals, databases, research guides, DVDs and CDs to support the college curriculum, as well as copies of all the textbooks used at NVCC. Textbooks and ESL readers are available in the administrative office at the Danbury Campus. The online journal databases, ebooks, and streaming videos can be accessed via the library website at www.nv.edu/library or through the Library tab in MyCommNet.

Waterbury Campus Hours:

Monday - Thursday	8 am – 8 pm
Friday	8 am – 4:30 pm
Saturday & Sunday	10 am – 2 pm

Library Circulation Desk: (203) 575-8024

Reference Desk: (203) 575-8244

Text Us! (203) 951-8189

Email: library@nv.edu

Danbury Campus Hours:

For the Danbury Campus, librarians work with faculty to schedule in-class instruction. Textbooks are available from the Administrative offices.

Dean of Academic Affairs:

Dr. Irene Rios-Knauf

Kinney Hall – 719

Irios-knauf@nv.edu

Part III: Important College Information and Policies Related to this Class

NVCC Absences and Attendance Guidelines:

- The Faculty expects that each student will exercise personal responsibility regarding class attendance.
- All students are expected to attend every class session of each course for which they are registered.
- Students are responsible for all that transpires in class whether or not they are in attendance, even if absences are the result of late registration or add/drop activity at the beginning of a term as permitted by college policy.
- The Faculty defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Distance Learning courses will use criteria established by the Instructor.
- When presence counts towards a class participation grade, excessive absence or lateness may, at the discretion of the instructor, lower a student's course grade.
- Instructors will maintain class participation records.

Class Attendance Policy: (As per the PTA Program Policy):

The Program's faculty encourages you to understand that this is a challenging program of education. Understanding and applying the art and science of physical therapy requires competence with a broad base of knowledge and clinical abilities. Our experience indicates that studies must be your first priority to succeed in this program. Timeliness and arriving fully prepared are also essential to success in physical therapy, whether it is for your education or your career as a PTA.

The program design is such that the first year physical therapy classes and lab/clinic experiences are scheduled twice weekly, and your general education courses must be fit into the remaining times. There is the potential that students may have a full credit load each semester. Individuals, who have completed the general education courses prior to entering the PTA program, will have a significant decrease in the credit load per semester. Your physical therapy educational responsibilities extend beyond those days on which classes are scheduled. Obligations such as advisory meetings with faculty, time for practice of clinical skills, meeting with study groups, lab competency/practical examinations and re-tests, library or computer lab assignments, etc. must be met outside of the days on which physical therapy classes are scheduled. Please plan your schedule accordingly.

2. *Attendance and punctuality are required and expected for all lecture and laboratory classes. Class and laboratory experiences are designed to allow you to meet specific learning objectives essential to safe and competent clinical performance. Excessive absence may result in students not achieving the learning objectives essential to a competent physical therapist assistant.*

- *Students are responsible for all information discussed in class as well as the material assigned from the texts. Students are expected to attend all classes.*
- *Instructors reserve the right to penalize students by way of the course grade for excessive absenteeism. Excessive is defined as having more absences per semester than the number of times the class/lab meets per week. For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor. Specific attendance policies are included in the syllabus for each course.*

Notification of the course instructor prior to the class, with justification for the cause of tardiness or lapse in attendance, is expected from each student. In the event that a student has an excessive number of absences or tardy occurrences within a course, a faculty review of the student's academic status will be initiated and the student will be placed on probation.

2. *If you arrive late for examinations you will not be given additional time to complete the examination. If you will be unable to take an examination due to an emergency you must notify the instructor prior to the examination. In the event that a student is physically not able to notify the instructor in an emergency situation, the student must notify the instructor as soon as able, explaining the situation. A student who fails to meet this requirement will receive a grade of zero (0) for the exam.*
3. *In the event of inclement weather listen to the local radio stations. Refer to the NVCC Student Handbook for a listing of radio stations designated to report the College's status. The college also offers an alert system via mycommnet. Please access NVCC college website for details on how to sign up. You are to report to classes as instructed. If the college is closed on a scheduled exam day, that exam will be given at the next scheduled class.*

*Clinical Education (courses PTA*258, PTA*262 and PTA*265): you are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.*

Students may be required to travel considerable distances to their clinic site. In the event that the student feels it is a risk to their safety to travel to the clinic site, they may choose not to travel, but will be required to make up all lost time, which could result in an extension of their clinical internship.

Class Cancellations:

With the potential for faculty emergencies or inclement weather, class cancellations or delays are a possibility. If a class is cancelled or delayed, instructors may plan for a qualified substitute instructor or plan make-up assignments for any class time missed.

Faculty can plan for make-up assignments through a variety of ways including, but not limited to, the use of reading days, extended class time, or online/additional class assignments. **Cancellation or delay of classes due to inclement weather is made only by the President of the College. To promptly learn of these cancellations or delays, please sign-up for MyCommNetAlert for immediate notifications.**

***Make-up Policy:** Please refer to the Clinical Education Procedures for further details.*

Students with Special Needs-ADA:

Students who may require academic adjustments on the basis of a learning disability are encouraged to contact the Counselor for Students with Learning Disabilities (Terry Latella K519C). At the Danbury campus, contact Associate Dean, Antonio Santiago.

Students who may require adjustments on the basis of all other disabilities should contact the Coordinator of Disability Services (Laurie Novi K519D). After providing documentation and completing the disability disclosure process, students are then encouraged to meet with their instructor(s) to discuss the adjustments approved by the appropriate disabilities contact and to complete the Adjustments Agreement form. Adjustments are not retroactive, students are therefore encouraged to meet with their instructor(s) at the beginning of each semester. Instructors, in conjunction with appropriate college personnel, will provide assistance and/or adjustments only to those students who have completed the disability disclosure and academic adjustments process.

Academic Honesty Statement:

At NVCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' student discipline policy 5.2.1 Policy on Student Conduct, Section 3, Paragraph 2. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. Anyone who violates the Board policy may fail the course at the discretion of the instructor. (Please see the Student Handbook on the College website link [page 7] for more information.)

A student may not obtain a transcript notation of "W" in a course if there exists substantial reason to believe the student has engaged in academic misconduct in the course. A transcript notation of "W" will only be permitted for such students when the final resolution results in finding the student did not commit academic misconduct in the course.

Student Academic Appeals Process:

A student has the right to appeal the decision of a full-time or adjunct faculty member, staff member, program director, clinical coordinator or employee of the college. An

academic appeal is defined as an allegation by a student that, as to him or her, an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards or the faculty member's own stated policy relating to the student's assignment of grades or other academic evaluation. The five steps of the Academic Appeals Process are:

Step One

The student must discuss the concern or issue with the college faculty member, clinical instructor or other employee of the college directly involved within fourteen (14) business days of the incident (48 hours if it is a clinical appeal). See Appeal Form 1.

Step Two

If the student is not satisfied with the resolution or outcome of step one, the student may bring the concern to the college employee who is one level above the college employee previously consulted. The student should provide additional supporting information within fourteen (14) business days of the previous resolution or 48 hours if it is a clinical appeal See Appeal Form 2. The clinical coordinator, course leader, department chair/coordinator, program director or other involved college employee will review the concern with the Division Leader. The resolution or outcome will be put in writing and a copy will be sent to the student, department chair, Dean of Academic Affairs and faculty member as well as any other college employees involved in the concern within 5 days.

Step Three

If the student is not satisfied with the resolution or outcome of step two, the student may request that an appeals committee reviews the matter. See Appeal Form 3. The appeal must be filed within fourteen (14) days of receipt of the response to Step Two. For academic matters, the Academic Appeals Committee will review the concerns, outcomes and resolutions from the previous steps. If it is a clinical decision or concern, the resolutions and outcomes will be reviewed by the Clinical Appeals Committee. The Clinical Appeals Committee will convene within 48 hours.

The Academic Appeals Committee/Clinical Appeals Committee can dismiss an appeal in which:

1. no new evidence has been presented to change a consistent decision emanating from the initial appeal steps
2. the appeal is untimely
3. the appeal is being pursued in another college procedure or tribunal
4. the appeal is intended to harass, embarrass or has otherwise been filed in bad faith.

If a quorum is not available, the Dean of Academic Affairs will hear the appeal. A response will be made to the student within five (5) days of receipt of the appeal or within 48 hours if it is a clinical appeal. The student may still appeal to the Dean if the appeal is dismissed by the committee.

Step Four

If the student is not satisfied with the resolution or outcome of step three, the student may bring the concern to the Dean of Academic Affairs. See Appeal Form 4. The appeal must be filed within five (5) days of receipt of the response to step three or within 48 hours if it is a clinical appeal. The student will submit the appeal in writing along with any other relevant documents to the Dean of Academic Affairs, who will need to respond within five (5) days of the receipt of the appeal or within 48 hours if it is a clinical appeal.

Step Five

If the student is not satisfied with the resolution or outcome to Step Four, the student will appeal to the College President directly in writing. See Appeal Form 5. The appeal must be filed within five (5) days of receipt of the response to step four or within 48 hours if it is a clinical appeal. The President will respond within 14 days.

Academic Appeal Forms are available in the Student Handbook at:

<http://www.nv.edu/Portals/0/documents/student services/Student%20Handbook%201-29-15%20.pdf>

Official Student Email:

All Naugatuck Valley Community College students are given an official student email address. This email address is the primary mode of communication with the college. It is a student's responsibility to check this e-mail for all communications from their instructors and the college. Emails will no longer be sent to personal email accounts. The College gives free access to web applications of Microsoft Word, Excel, PowerPoint and OneNote. Visit nv.edu/email for details on setting up your account or for help, call or visit IT: 203-575-8092 or nv.edu/IT.

Important Link to additional information:

Please see the Student Handbook on the College website for more information on these and other policies and procedures such as Code of Conduct Violations, Cell phone use in class, Children on Campus, Smoking Policy, and more.

<http://www.nv.edu/Portals/0/documents/student services/Student%20Handbook%201-29-15%20.pdf>

Electronic Devices on Clinical Experiences: *Students must have cell phones on vibrate mode in the clinic. If there is an emergency situation occurring in your private life, in which you anticipate the need to have communication with an individual outside of the clinic, please notify the instructor that morning. Students WILL NOT be allowed to answer any cell phone call or text while working with patients or if in patient treatment areas. If this is not followed, your grade could be affected. If the clinical facility has more stringent policies in place regarding cellular devices, the student must follow the facility policies. No student is allowed to voice or*

video record anything that occurs within the clinic. Students are also not allowed to utilize personal electronic devices for review of patient information or documentation purposes.

Continuing Notice of Nondiscrimination:

Naugatuck Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following individual has been designated to handle nondiscrimination policies regarding disability policies: Robert Divjak, Director of Facilities/Section 504/ADA Coordinator, Room C216, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8235. The following individual has been designated to handle nondiscrimination policies regarding sex discrimination as well as other forms of prohibited discrimination: Jacquie Swanson, Associate Director of Human Resources/Title IX Coordinator, Room K704, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8043.

*Office of the Dean of Academic Affairs
March 11, 2016
March 16, 2016
March 28, 2016*

Expectations for Student Conduct

Students in the NVCC PTA Program are required to conduct themselves in a manner compatible with the high standards of the physical therapy profession, in accordance with the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (<http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf>) and the American Physical Therapy Association's Guide for Conduct of the Physical Therapist Assistant. (http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf).

Physical therapist assistant students are entering a profession that requires a high level of personal integrity. Compliance with recognized standards and policies of conduct provides an opportunity for students to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Students are expected to comply with established policies and procedures. Any violation of conduct will be dealt with according to the standards and practices outlined in the PTA Program Student Handbook, the individual College Student Handbook(s), and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct.

This syllabus provides a framework for the course; however, the final schedule, grading tools, etc. are subject to modification during the semester. *An alternative assignment may be given if classes are canceled due to weather.*

Please note polices and/or statements italicized in Part II or Part III are PTA Program Polices and/or Statements.

**Naugatuck Valley Community College
Waterbury, Connecticut**

**Allied Health, Nursing and Physical Education Division
Physical Therapist Assistant Program**

Part I: Course Information

CRN: 3443

Course Discipline/Number/Name:

PTA*265: PTA Internship III

Placement: Second Semester, Second Year (Fall, 2016)

Number of Credits: Five credit hours (clinic: 280 contact hours)

Course Days & Times: This course takes place on a full time basis over the course of seven weeks within a physical therapy setting within the community. You are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.

Prerequisites: PTA250, PTA253 and PTA258 with a grade of "C" or higher and PTA262 with a grade of "P"

Instructor:

Patty Beaupre, PT, MS
Academic Coordinator of Clinical Education
Professor, PTA Program

Office: E629

Email: pbeaupre@nv.edu

Phone: 203-596-2156

Office Hours: Tues: 10:30-11:30pm; 3:30-4:30pm
Thur. 10:30-11:30pm
(or by appointment)

Office Hours: Available by appointment. Please contact me via email or my office phone to schedule a time that you are available to have a discussion. Leave a message by 7:00pm, and I will return your call within the next 24-48 hours. If it is an emergency, please call the PTA department at 203-596-2157 during weekday hours.

Course Description: Within this clinic-based course students learn to problem-solve and competently function in the clinic environment as a physical therapist assistant. Students develop

competence with time management, clinical prioritization and the entry-level abilities of the physical therapist assistant prior to course completion.

Required Textbook:

There is no text that must be obtained for this course, but students will use all of the texts required in their previous physical therapy courses as resources while they participate in this course.

Course Objectives: The objective of the course is to:

1. Develop students' ability to apply principles of problem solving with patient care.
2. Expose students to patient situations in which patient interventions must be implemented, modified and/or progressed within the physical therapy plan of care as indicated.
3. Develop students' ability to make appropriate decisions in regards to implementing interventions or to withhold treatment interventions within the PT's plan of care, acting as appropriate given the patient situation.
4. Expose students to patient situations requiring execution of appropriate physical therapy interventions within the PT's plan of care.
5. Develop students' ability to assess, monitor, and respond to patients' changes in condition.
6. Expose students to cultural and psychosocial patient issues.
7. Introduce student to the continuum of patient care from prevention and wellness to discharge planning.
8. Expose students to forums where reporting of patients' status to other healthcare team members and/or families is necessary.
9. Develop students' ability to self-assess their strengths and weaknesses as a clinician, placing the value/need for lifelong learning.
10. Appreciate the need for organization to be able to deliver patient interventions within the PT's plan of care in a professional, efficient, and productive manner.

Learning Outcomes: at the conclusion of this course the student will consistently and competently be able, under appropriate supervision from the Clinical Instructor(s), to:

1. Demonstrate competence with all prerequisite-learning objectives (i.e., those from PTA262).
2. Apply the principles of problem solving in the delivery of patient care to include:
 - a. Identification of a problem;
 - b. Collection of data;
 - c. Recognize the significance of data;
 - d. Explain changes in data.
3. Demonstrate appropriate implementation, modification and progression of interventions within the physical therapist's plan of care. 3.3.2.7.1
4. Determine if interventions within the PT's plan of care should be given; if interventions are withheld, inform the supervising PT immediately.
5. Implement therapeutic exercise interventions within the PT's plan of care for

- patients with diverse medical / surgical diagnoses, including:
- a. Identify gait and functional movement deficits and implement corrective interventions within the physical therapist's plan of care;
 - b. Modify / progress exercise(s) within the physical therapist's plan of care.
6. Consistently anticipate, recognize and respond to changes in the patient's physiological and psychological state.
 7. Address cultural and psychosocial issues of patients and families in a sensitive and effective manner.
 8. Integrate discharge planning, prevention, and wellness behaviors into patient education and the intervention activities.
 9. Report pertinent information about the patient's status / performance during Patient care conferences.
 10. Delegate tasks to support personnel.
 11. Demonstrate effective time management skills, both within sessions with patients and throughout the work day, to consistently maximize efficiency.
 12. Effectively manage a caseload with productivity at 90% of that of a licensed physical therapist assistant at new graduate level.
 13. Demonstrate commitment to meeting the needs of patients and consumers.
 14. Design, organize and deliver an effective and efficient in-service presentation.
 15. Develop and implement weekly a plan for personal development to meet self-established goals.
 16. Recognize limitations in your knowledge and engage in self-directed learning activities.
 17. Demonstrate accountability and responsibility for effects and consequences of your actions.

Instructional Methodology

This course is an internship and learning activities occur within a 'working' physical therapy clinic. This design provides students with real-life learning activities and hands-on practice. The learning is achieved through participation in problem-solving activities (including inductive and deductive reasoning), coaching from the clinical instructor(s), investigative research, student teaching, socialization with clinicians, and reflection. The most valuable learning resource will be self-assessment utilizing feedback from clinical instructors, other clinicians and patients. **An alternative assignment may be given if classes are canceled due to weather**

Course Outline/ Readings: The schedule "may be modified at the discretion of the instructor to accommodate students' needs, and the instructor will notify the students when doing so, but students are responsible for being aware of any changes."

Assignments- Assignments nightly as per facility clinical instructor(s)/ACCE and nightly preparation for each days' patient caseload as designated per facility clinical instructor(s).

Assessment of Self and Clinical Learning Environment: Two weeks prior to each clinical internship each student is required to submit a Student Data Form to the clinical instructor, which details current learning goals and past clinical performance and learning experiences. Additionally, following each internship, students are required to submit a formal assessment of the clinical education site to the ACCE, which must be submitted to NVCC upon internship completion. It is an expectation that students will have these forms completed by the last day of the internship, as clinical instructors will occasionally request a copy. These requirements are further defined in the Clinical Education Policies.

Bibliography: No specific texts are utilized for this course, as this is an internship experience in the community. Please refer to past course bibliographies for resources specific to each PTA course's content.

Internet Related Sites: Please refer to past course recommended sites to assist you while on your clinical internships, as well as:
<http://library.icelearningcenter.com/user/login/?next=/>.

Evaluative Criteria:

The grade will be determined by the course instructor (the Physical Therapist Assistant Program's Academic Coordinator of Clinical Education) based on the student's performance as evaluated within the Student Clinical Performance Instrument for this course, ongoing verbal and written communication of student performance with the clinical faculty and compliance with the program's clinical policies.

Part II: Resources

Grading System

*Evaluation in the clinic-based courses (PTA*258, PTA*262 and PTA*265) is based on a pass/fail ("P/F") grading system. You must achieve a passing grade in all learning outcomes in order to earn a "P" for the course (PTA258 clinic component of course), and you must earn a grade of "P" in each clinic-based education course to meet the degree requirements.*

- a. *The Academic Coordinator of Clinical Education will only allow unsuccessful completion for the first episode in which a student does not meet the criteria for a "P" grade in a clinic-based education course.*
- b. **Unsuccessful completion of a Pass/Fail clinic-based course will result in a final course grade of "F" for the clinic-based courses (PTA*262, PTA*265).*

Unsuccessful completion of a clinical education course upon the first occurrence will be recorded in your PTA file as failure of a clinic-based course, but recorded as an "I" for the course grade. A remedial clinical education experience **may be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria*

for a passing ("P") grade, and (3) on the approval of the PTA faculty. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for the clinical education experience.**

***Due to the sequencing of courses in the curriculum and the availability of clinical education resources, it may be highly likely that a remedial clinical education experience cannot be completed in the same semester.*

Unsuccessful completion of the clinic component of PTA 258, upon the first clinical occurrence, will be recorded in your PTA file as a failure of a clinic-based course, but recorded as an "I" for the course grade. The student will be required to continue to complete the lecture component of PTA258. A remedial clinical education experience may be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. If a remedial clinical education experience is offered, this experience will need to be completed after final exams/practicals and most likely through the summer months. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for PTA 258.*

- c. *Note that the student is only allowed to repeat one clinical education course for all of their clinic-based education per the procedures stated above. Upon the second occurrence (either within the same course or in two separate clinic-based education courses) they will be issued a grade of "F", resulting in severance from the program. A student who is severed from the program can only return to the program through the standard admission process for a new student.*

Grading System:

For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit. Grades on exams, papers, and quizzes, will be based on this grading system.

Numeric Grade	Acceptable Letter Grade Range to be used by the Instructor	Description
90-100	A- to A	Excellent
80-89	B-, B, B+	Above Average
70-79	C-, C, C+	Average
60-69	D-, D, D+	Below Average
Below 60	F	Failing

Blackboard Learn (To be completed by instructor if Blackboard is utilized):

This course makes extensive use of Blackboard Learn, the digital teaching and learning platform for the Connecticut Community Colleges, and all students will need access to the Internet (there are plenty of computing resources on campus) in order to take quizzes and access course resources. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments or submitting substantive discussion posts. If you have any problem using Blackboard Learn Mobile, you should contact Distance Learning at **203-575-8182** dl@nv.edu.

During off-hours please visit our *Web Support Center* <https://websupport.ct.edu> and search “Blackboard Mobile Learn” or call **860-723-0221** (Mon-Thr, 8a.m. - 8p.m., Fri 8a.m. - 5p.m., Sun 1p.m. - 9p.m.). If these resources are not available, please resort to using your desktop/laptop computer for all course viewing and activity. Students and Faculty can access Blackboard Learn through our myCommNet portal <http://my.commnet.edu>, our Blackboard Learn App <https://websupport.ct.edu/content/can-i-use-blackboard-my-smartphone-or-tablet-device>, or directly at <https://ct-cc.blackboard.com/>.

Tutoring Resources:

The Academic Center for Excellence (ACE), provides tutoring in math, sciences, English and writing, and numerous other subjects. Students can learn about the full range of tutoring and other student success services by going by the ACE in E500 Ekstrom Hall, visiting its webpage at <http://www.nv.edu/Student-Life/ACE-Tutoring>, or by calling (203) 596-8717. The ACE is located on both campuses, Danbury and Waterbury.

Waterbury Campus Hours:

Monday & Tuesday	8 am – 8 pm
Wednesday & Thursday	8 am – 7 pm
Friday	8 am – 4 pm
Saturday	10 am – 3 pm
Sunday	12 pm – 4pm

Danbury Campus Hours:

The Danbury campus ACE is located on the third floor, outside CL4. Hours are arranged as the schedule is finalized each semester.

Library Resources:

On the Waterbury Campus, The Max R. Traurig Library is located on the 4th and 5th floors of the L building. The library has books, journals, databases, research guides,

DVDs and CDs to support the college curriculum, as well as copies of all the textbooks used at NVCC. Textbooks and ESL readers are available in the administrative office at the Danbury Campus. The online journal databases, ebooks, and streaming videos can be accessed via the library website at www.nv.edu/library or through the Library tab in MyCommNet.

Waterbury Campus Hours:

Monday - Thursday	8 am – 8 pm
Friday	8 am – 4:30 pm
Saturday & Sunday	10 am – 2 pm

Library Circulation Desk: (203) 575-8024

Reference Desk: (203) 575-8244

Text Us! (203) 951-8189

Email: library@nv.edu

Danbury Campus Hours:

For the Danbury Campus, librarians work with faculty to schedule in-class instruction. Textbooks are available from the Administrative offices.

Dean of Academic Affairs:

Dr. Irene Rios-Knauf

Kinney Hall – 719

Irios-knauf@nv.edu

Part III: Important College Information and Policies Related to this Class

NVCC Absences and Attendance Guidelines:

- The Faculty expects that each student will exercise personal responsibility regarding class attendance.
- All students are expected to attend every class session of each course for which they are registered.
- Students are responsible for all that transpires in class whether or not they are in attendance, even if absences are the result of late registration or add/drop activity at the beginning of a term as permitted by college policy.
- The Faculty defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Distance Learning courses will use criteria established by the Instructor.
- When presence counts towards a class participation grade, excessive absence or lateness may, at the discretion of the instructor, lower a student's course grade.
- Instructors will maintain class participation records.

Class Attendance Policy: (As per the PTA Program Policy):

The Program's faculty encourages you to understand that this is a challenging program of education. Understanding and applying the art and science of physical therapy requires competence with a broad base of knowledge and clinical abilities. Our experience indicates that studies must be your first priority to succeed in this program. Timeliness and arriving fully prepared are also essential to success in physical therapy, whether it is for your education or your career as a PTA.

The program design is such that the first year physical therapy classes and lab/clinic experiences are scheduled twice weekly, and your general education courses must be fit into the remaining times. There is the potential that students may have a full credit load each semester. Individuals, who have completed the general education courses prior to entering the PTA program, will have a significant decrease in the credit load per semester. Your physical therapy educational responsibilities extend beyond those days on which classes are scheduled. Obligations such as advisory meetings with faculty, time for practice of clinical skills, meeting with study groups, lab competency/practical examinations and re-tests, library or computer lab assignments, etc. must be met outside of the days on which physical therapy classes are scheduled. Please plan your schedule accordingly.

3. *Attendance and punctuality are required and expected for all lecture and laboratory classes. Class and laboratory experiences are designed to allow you to meet specific learning objectives essential to safe and competent clinical performance. Excessive absence may result in students not achieving the learning objectives essential to a competent physical therapist assistant.*
 - *Students are responsible for all information discussed in class as well as the material assigned from the texts. Students are expected to attend all classes.*
 - *Instructors reserve the right to penalize students by way of the course grade for excessive absenteeism. Excessive is defined as having more absences per semester than the number of times the class/lab meets per week. For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor. Specific attendance policies are included in the syllabus for each course.*

Notification of the course instructor prior to the class, with justification for the cause of tardiness or lapse in attendance, is expected from each student. In the event that a student has an excessive number of absences or tardy occurrences within a course, a faculty review of the student's academic status will be initiated and the student will be placed on probation.

2. *If you arrive late for examinations you will not be given additional time to complete the examination. If you will be unable to take an examination due to an emergency you must notify the instructor prior to the examination. In the event that a student is physically not able to notify the instructor in an emergency situation, the student must notify the*

instructor as soon as able, explaining the situation. A student who fails to meet this requirement will receive a grade of zero (0) for the exam.

- 3. In the event of inclement weather listen to the local radio stations. Refer to the NVCC Student Handbook for a listing of radio stations designated to report the College's status. The college also offers an alert system via mycommnet. Please access NVCC college website for details on how to sign up. You are to report to classes as instructed. If the college is closed on a scheduled exam day, that exam will be given at the next scheduled class.*

*Clinical Education (courses PTA*258, PTA*262 and PTA*265): you are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival.*

Students may be required to travel considerable distances to their clinic site. In the event that the student feels it is a risk to their safety to travel to the clinic site, they may choose not to travel, but will be required to make up all lost time, which could result in an extension of their clinical internship.

Class Cancellations:

With the potential for faculty emergencies or inclement weather, class cancellations or delays are a possibility. If a class is cancelled or delayed, instructors may plan for a qualified substitute instructor or plan make-up assignments for any class time missed. Faculty can plan for make-up assignments through a variety of ways including, but not limited to, the use of reading days, extended class time, or online/additional class assignments. **Cancellation or delay of classes due to inclement weather is made only by the President of the College. To promptly learn of these cancellations or delays, please sign-up for MyCommNetAlert for immediate notifications.**

***Make-up Policy:** Please refer to the Clinical Education Procedures for further details.*

Students with Special Needs-ADA:

Students who may require academic adjustments on the basis of a learning disability are encouraged to contact the Counselor for Students with Learning Disabilities (Terry Latella K519C). At the Danbury campus, contact Associate Dean, Antonio Santiago.

Students who may require adjustments on the basis of all other disabilities should contact the Coordinator of Disability Services (Laurie Novi K519D). After providing documentation and completing the disability disclosure process, students are then encouraged to meet with their instructor(s) to discuss the adjustments approved by the appropriate disabilities contact and to complete the Adjustments Agreement form. Adjustments are not retroactive, students are therefore encouraged to meet with their

instructor(s) at the beginning of each semester. Instructors, in conjunction with appropriate college personnel, will provide assistance and/or adjustments only to those students who have completed the disability disclosure and academic adjustments process.

Academic Honesty Statement:

At NVCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' student discipline policy 5.2.1 Policy on Student Conduct, Section 3, Paragraph 2. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. Anyone who violates the Board policy may fail the course at the discretion of the instructor. (Please see the Student Handbook on the College website link [page 7] for more information.)

A student may not obtain a transcript notation of "W" in a course if there exists substantial reason to believe the student has engaged in academic misconduct in the course. A transcript notation of "W" will only be permitted for such students when the final resolution results in finding the student did not commit academic misconduct in the course.

Student Academic Appeals Process:

A student has the right to appeal the decision of a full-time or adjunct faculty member, staff member, program director, clinical coordinator or employee of the college. An academic appeal is defined as an allegation by a student that, as to him or her, an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards or the faculty member's own stated policy relating to the student's assignment of grades or other academic evaluation. The five steps of the Academic Appeals Process are:

Step One

The student must discuss the concern or issue with the college faculty member, clinical instructor or other employee of the college directly involved within fourteen (14) business days of the incident (48 hours if it is a clinical appeal). See Appeal Form 1.

Step Two

If the student is not satisfied with the resolution or outcome of step one, the student may bring the concern to the college employee who is one level above the college employee previously consulted. The student should provide additional supporting information within fourteen (14) business days of the previous resolution or 48 hours if it is a clinical appeal See Appeal Form 2. The clinical coordinator, course leader, department chair/coordinator, program director or other involved college employee will review the concern with the Division Leader. The resolution or outcome will be put in writing and a

copy will be sent to the student, department chair, Dean of Academic Affairs and faculty member as well as any other college employees involved in the concern within 5 days.

Step Three

If the student is not satisfied with the resolution or outcome of step two, the student may request that an appeals committee reviews the matter. See Appeal Form 3. The appeal must be filed within fourteen (14) days of receipt of the response to Step Two. For academic matters, the Academic Appeals Committee will review the concerns, outcomes and resolutions from the previous steps. If it is a clinical decision or concern, the resolutions and outcomes will be reviewed by the Clinical Appeals Committee. The Clinical Appeals Committee will convene within 48 hours.

The Academic Appeals Committee/Clinical Appeals Committee can dismiss an appeal in which:

1. no new evidence has been presented to change a consistent decision emanating from the initial appeal steps
2. the appeal is untimely
3. the appeal is being pursued in another college procedure or tribunal
4. the appeal is intended to harass, embarrass or has otherwise been filed in bad faith.

If a quorum is not available, the Dean of Academic Affairs will hear the appeal. A response will be made to the student within five (5) days of receipt of the appeal or within 48 hours if it is a clinical appeal. The student may still appeal to the Dean if the appeal is dismissed by the committee.

Step Four

If the student is not satisfied with the resolution or outcome of step three, the student may bring the concern to the Dean of Academic Affairs. See Appeal Form 4. The appeal must be filed within five (5) days of receipt of the response to step three or within 48 hours if it is a clinical appeal. The student will submit the appeal in writing along with any other relevant documents to the Dean of Academic Affairs, who will need to respond within five (5) days of the receipt of the appeal or within 48 hours if it is a clinical appeal.

Step Five

If the student is not satisfied with the resolution or outcome to Step Four, the student will appeal to the College President directly in writing. See Appeal Form 5. The appeal must be filed within five (5) days of receipt of the response to step four or within 48 hours if it is a clinical appeal. The President will respond within 14 days.

Academic Appeal Forms are available in the Student Handbook at:

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

Official Student Email:

All Naugatuck Valley Community College students are given an official student email address. This email address is the primary mode of communication with the college. It is a student's responsibility to check this e-mail for all communications from their instructors and the college. Emails will no longer be sent to personal email accounts. The College gives free access to web applications of Microsoft Word, Excel, PowerPoint and OneNote. Visit nv.edu/email for details on setting up your account or for help, call or visit IT: 203-575-8092 or nv.edu/IT.

Important Link to additional information:

Please see the Student Handbook on the College website for more information on these and other policies and procedures such as Code of Conduct Violations, Cell phone use in class, Children on Campus, Smoking Policy, and more.

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

Electronic Devices on Clinical Experiences: *Students must have cell phones on vibrate mode in the clinic. If there is an emergency situation occurring in your private life, in which you anticipate the need to have communication with an individual outside of the clinic, please notify the instructor that morning. Students WILL NOT be allowed to answer any cell phone call or text while working with patients or if in patient treatment areas. If this is not followed, your grade could be affected. If the clinical facility has more stringent policies in place regarding cellular devices, the student must follow the facility policies. No student is allowed to voice or video record anything that occurs within the clinic. Students are also not allowed to utilize personal electronic devices for review of patient information or documentation purposes.*

Continuing Notice of Nondiscrimination:

Naugatuck Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following individual has been designated to handle nondiscrimination policies regarding disability policies: Robert Divjak, Director of Facilities/Section 504/ADA Coordinator, Room C216, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8235. The following individual has been designated to handle nondiscrimination policies regarding sex discrimination as well as other forms of prohibited discrimination: Jacquie Swanson, Associate Director of Human Resources/Title IX Coordinator, Room K704, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708; 203-575-8043.

Office of the Dean of Academic Affairs

March 11, 2016

March 16, 2016

March 28, 2016

Expectations for Student Conduct

Students in the NVCC PTA Program are required to conduct themselves in a manner compatible with the high standards of the physical therapy profession, in accordance with the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (<http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf>) and the American Physical Therapy Association's Guide for Conduct of the Physical Therapist Assistant. (http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf).

Physical therapist assistant students are entering a profession that requires a high level of personal integrity. Compliance with recognized standards and policies of conduct provides an opportunity for students to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Students are expected to comply with established policies and procedures. Any violation of conduct will be dealt with according to the standards and practices outlined in the PTA Program Student Handbook, the individual College Student Handbook(s), and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct.

This syllabus provides a framework for the course; however, the final schedule, grading tools, etc. are subject to modification during the semester. *An alternative assignment may be given if classes are canceled due to weather.*

Please note polices and/or statements italicized in Part II or Part III are PTA Program Polices and/or Statements.

Performance Expectations – Full-Time Clinical Education Experiences

These full-time clinical education experiences are designed as a comprehensive learning experience and measure of the students' learning in all areas of performance (psychomotor, cognitive and affective). Prior to these clinical education experiences, students experienced a weeklong introductory clinical course focused on functional mobility and problem-solving skills, and a part-time clinical experience focused on competence of the basic measurement and intervention skills. It is within these final clinical experiences that students will combine their physical therapy knowledge and skills to manage a patient caseload, improve and demonstrate appropriate clinical problem-solving skills, and develop and demonstrate necessary time management strategies to be effective in the current health care environment.

The following grid is designed as a quick reference to guide your expectations for these clinical experiences. The identified percentages are *minimum thresholds* indicating competent performance (to be achieved by course completion). Please refer to the evaluation tool for grading criteria. Percentages will be determined based on the markings on the visual analog scales (VAS) of the Clinical Performance Instrument (CPI), as well as supportive written and verbal communication with the clinical faculty. Final determination of successful course completion rests with the Academic Coordinator of Clinical Education.

Categories	Objective #'s	PTA262	PTA265
Professional Behavior/ Safety	1-5, 8, 19	100%	100%
Communication	6	85%	100%
Education	13	80%	100%
Documentation	7	80%	100%
Decision-making	9, 11, 15, 18	80%	100%
Data-collection	10	80%	100%
Rx Implementation	12	80%	100%
Administrative	14, 17	75%	90%
Time Management	16	75%	90%
Prevention	20	75%	90%

Rev. 8/02; 8/09, 8/14

Clinical Expectations: PTA Full-Time Internships
Key Performance Areas to Address

1st Half (PTA262 and PTA265):

Ongoing skill development (functional mobility, ther ex, data collection, etc.)

- based on accurate recall and application of anatomy and theory

Carry “your own” patients

Participate in scheduling

Communicate with other disciplines

- discuss with CI, but initiate without prompting

Identify and discuss appropriate progressions (within the PT’s POC)

- determine communication system with CI before implementing progressions

Timely documentation of patient treatments

- input from CI regarding “Assessment” section

Identify areas needing to be addressed before discharge

- participate in pieces of D/C planning process

2nd Half (PTA262 and PTA265):

Effective skill performance during treatments

Communicate appropriate amount and level of information with 1^o PT/CI re: patients

- communication with your CI should shift from student/CI → PTA/1^o PT
- should only request input from CI during your Rx if an unpredictable patient response occurs

Initiate appropriate communication with members of other disciplines without prompting

- report at team meetings, or on patient round (as appropriate)

Effectively treat patients on the 1st treatment following a PT evaluation

- develop an appropriate and effective treatment from the POC

Facilitate a patient’s discharge (based on the POC) with limited guidance from the CI

- patient/family instruction, creation of home program materials as necessary

Identify appropriate and inappropriate patient responses to treatment

- modify interventions within the POC and communicate appropriately
- progressions with the POC are specific to that patient’s response and pathology

Carry “your own” caseload

- PTA 262: caseload 75% of “new graduate” by end
- PTA 265: caseload 90% of “new graduate” by end

Deliver an in-service to peers (30-45 minutes), with relevant AV resources

Performance Differences between PTA 262 and PTA 265:

1. Time management skills are expected to improve as you use those strategies in a new setting.
 - higher productivity requirement on the final clinical experience
2. Problem solving skills are expected to improve as you transfer and apply those skills in a new setting.
3. Your performance at the beginning of PTA 265 should be higher than when you started PTA 262, but not as high as when you ended PTA 262.
 - probably similar to your performance during week 3 or so of PTA262
4. Your level of initiation and communication should be much better when starting PTA 265.

Revised 8/09, 8/14

In-service Requirement

Full-time Clinical Education Experiences

Participation in each full-time clinical experience involves the presentation of an in-service to the staff on a clinical topic of interest. This presentation should be viewed as an opportunity to "give something back" to the clinicians and staff who have given their time and energy to further your learning.

This requirement is generally scheduled in conjunction with your clinical instructor (CI) in the first few weeks and fulfilled in the last 1-2 weeks of your experience. Your audience may include PTs, PTAs, PT aides and/or clerical staff. Find out who will be included in the audience ahead of time so that your presentation style meets the needs of all learners. This will also help to maximize each individual's level of interest.

You should plan a presentation that lasts 30 minutes and includes *handouts as well as audiovisual aids* that enhance the audience's understanding of the topic. It is helpful to think about your handouts as reference material for the therapists - blank outlines of your presentation are not useful as reference tools. Also consider what audiovisual aids will be most valuable. Do you want to use overheads, demonstration and/or PowerPoint? Remember that it is easiest to *give* a presentation when the audience is interested in what you are talking about and have visual stimulation that sustains their interest.

Use the following behavioral objectives to plan your format and presentation. During the in-service your CI will assess your ability to:

- 1) Relate clear, appropriate objectives.
- 2) Select media that enhances the presentation.
- 3) Select an appropriate style of the presentation.
- 4) Convey information using effective verbal and nonverbal communication.
- 5) Speak clearly and succinctly.
- 6) Present information appropriate to level of the audience.
- 7) Describe accurate information relevant to clinical practice.
- 8) Respond appropriately to learners' questions.

Examples of in-services presented by previous PTA students:

- *Balance Testing and Training
- *Tai Chi in Rehab for the Elderly
- *Guillain-Barré Syndrome
- *Facilitation of Learning in Patients with Dementia
- *Triangular Fibrocartilagenous Cartilage Complex (TFCC)
- *Developmental Delay with Prematurity
- *Baclofen Pump for Treatment of Spastic CP
- *TENS and Rheumatoid Arthritis
- *The Use of Metal-on Metal Implants in Total Hip Replacement

In-service Requirement How Do I Decide What To Do???

Commonly held belief #1:

The therapists already know everything. They'll be bored with what I present.

Yes, the therapists have more experience than you do. But don't forget that you have studied the information much more recently than they have (most likely). The best way to combat boredom of your audience is to choose a topic that you know they are interested in.

Commonly held belief #2:

I haven't even treated that many patients. I can't give an inservice to therapists that have seen many, many patients.

Sure you can. However, you'll need to utilize information that doesn't rely on the experience of treating many, many patients. There are many types of inservice topics that don't require you to generalize information about a large number of patients treated. Think about comparing a particular patient you treated to the "typical" presentation of someone with that disease/injury (especially if it's different), research a new surgical technique seen in that office or give a thorough presentation on an uncommon disease process that a current patient exhibits. Each of these situations relies on your ability to utilize textbooks and current literature to teach your audience.

And the most commonly asked question...

How do I pick a topic?

There are several ways to define and narrow down a topic for your in-service.

- 1) Pay attention to the surgical procedures, diagnoses and treatment techniques used with patients at your clinic. Are there any new procedures being performed, new treatment protocols being used or unique diagnoses being presented? Are there any patients who are presenting differently than you would expect?

- 2) Are there any pieces of equipment that the clinic owns but never uses because therapists aren't familiar with it? Can you research that equipment and its protocol/uses for the therapists? Is there a new treatment approach in the literature for a patient population that is seen in your clinic?

- 3) Has the clinic expanded its patient population to include diagnoses that they weren't used to treating? Is there a physician now referring patients with an atypical treatment protocol for a surgical procedure?

- 4) Are there any topics that the therapists are interested in having you present (i.e., take a survey)? Are there any topics that the staff is tired of hearing about?

GENERIC ABILITIES

***Resource to assist on clinical experiences for professional behaviors expected for entry level behaviors. Please utilize to assist in developing your weekly goals.**

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources, demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others' to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; writes legibly, recognizes impact of non-verbal communication: listens actively; maintains eye contact	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility, plans ahead.	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applies solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective affected responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

SECTION II

TOOLS FOR SUCCESS

Effective Use of Time and Resources

As an entry-level PTA you are *responsible* for effectively using time and resources. Generic abilities describes this to include:

- *Plan* ahead;
- Set your own schedule and use scheduled time with patients *efficiently*;
- *Coordinate* your schedule with others;
- Demonstrate flexibility;
- Complete assignments in a timely fashion;
- Use unscheduled time effectively;
- Set *priorities* and reorganize when needed;
- Consider the patient's goals in context of the patient, the clinic and third party resources;
- Perform *multiple tasks* simultaneously and delegate when appropriate.

To succeed with meeting all of your commitments in the clinic you must be proactive. This means more than taking initiative, you must take responsibility for your performance as a PTA. This will require a system for organization and the faculty recommends that you do the following.

Set Weekly Goals

Every weekend set aside 30 minutes to:

- Reflect on your performance
 - Honestly recognize your weaknesses
 - Honestly recognize your strengths
- Set your learning and performance goals for the next week
 - Write these down so that you can re-evaluate your performance as the week progresses

Set Daily Goals

At the conclusion of each day in the clinic:

- Assess your progress towards meeting your weekly goals
 - If necessary: modify your plan for goal achievement
- Plan your schedule and commitments for the next day
 - Schedule the next day's appointments and activities in your calendar on the next page
 - Recognize when unscheduled time exists so that you can use this to meet your commitments
 - Examples: documentation, chart reviews, research, inservice preparation
 - Recognize which patient conditions you need to research prior to you providing the patient with physical therapy interventions and research the necessary information

Each day in the clinic:

- Use this calendar to remind you of your obligations
 - Check off appointments and other items *after* you have completed them
 - When conflicts develop refer to your schedule to assist prioritizing
- Record new obligations that need to be fulfilled
 - Example: "Call Mr. Smith's daughter regarding D/C date"
- Periodically assess your progress. Examples:
 - During lunch- check your progress towards meeting all obligations
 - Prior to leaving the clinic- confirm completion of all obligation

Consistent use of this system will improve your performance and success in the clinic!

Weekly Planning Form

Dates: _____ Week # _____

Summary of Previous Week (progress, feedback)

Student:

CI:

Goals for the Upcoming Week:

Student's signature

CI's signature

PTA Planning/Problem-solving Worksheet

1) Goal (Plan of Care)	2) Current Status	3) Problem(s)	4) Intervention
<i>Future Ability</i>	<i>Now/Today</i>	<i>Why doesn't #2 = #1?</i>	<i>How can you change #3 to improve #2?</i>
<p>Example: 1) Pt will transfer sit ↔ stand with walker from the bed and w/c indep. (WBAT right LE)</p> <p><i>(patient example from orientation packet: patient with total hip arthroplasty)</i></p>	<p>Transfer: *w/c → stand with walker min. A and verbal cues for technique *bed → stand with walker close supervised, and verbal cues for hand placements</p>	<p>*w/c → stand with walker: seat too low; difficulty shifting weight over feet since she can't bend at the hips; doesn't scoot far enough to the edge of the chair</p> <p>*bed → stand with walker: doesn't scoot to edge but bed is higher so gets up better; ↓ technique - often reaches for walker before standing, loses balance backward at times</p>	<p>Transfer from w/c: -make sure patient sits farther to edge of chair (pt needs to remember) -use arms to push self up and forward -make sure she doesn't bend too much at hips (due to hip precautions) -may want to try a cushion to raise height of chair a little if changing technique doesn't work</p> <p>Transfer from bed: -have pt say the steps of transfer before starting (include scoot farther forward, and push on bed) --have patient have/get balance on feet before reaching for the walker</p>
<p>2) Pt will ambulate with walker WBAT right LE supervised 100' x 2</p>			
<p>PT's Goals in initial eval., progress notes or monthly summary</p>	<p>Performance during <u>today's</u> Rx Objective information (specific) for each skill</p>	<p>Impairments, not diagnosis What pieces are missing? What are the specific barriers?</p>	<p>What gets done? Why? What (specifically) can you do with the patient to improve #2? What if that doesn't work?</p>

PTA Planning/Problem-solving Worksheet

1) Goal (Plan of Care)	2) Current Status	3) Problem(s)	4) Intervention	5) Rx Considerations

Patient Planning/Problem Solving Tool

POC per PT eval:

Goals per PT eval:

- 1.
- 2.
- 3.
- 4.

Pt. Current Status:

- 1.
- 2.
- 3.
- 4.

#1 Problem:

Intervention:

Intervention:

Intervention:

#2 Problem:

Intervention:

Intervention:

Intervention:

#3 Problem:

Intervention:

Intervention:

Intervention:

#4 Problem:

Intervention:

Intervention:

Intervention:

Common Abbreviations (from the APTA Acute Care Section's
Common Terminology Task Force)

A assistance	CABG coronary artery bypass graft
ABI acquired brain injury	CAD coronary artery disease
afib atrial fibrillation	CAT computerized axial tomography
A-line arterial line	CF cystic fibrosis
A-V arterio-venous	C & DB cough and deep breathing
AAA abdominal aortic aneurysm	CHD congenital hip dislocation
AAL anterior axillary line	CHF congestive heart failure
AAROM active assistive range of motion	CMV cytomegalovirus
Abd abduction	cm centimeter
ABG arterial blood gases	CN cranial nerve
ACL anterior cruciate ligament	CNS central nervous system
Add adduction	CO cardiac output
ADL activities of daily living	COPD chronic obstructive pulmonary disease
AFO ankle foot orthosis	CPAP continuous positive airway pressure
ALS amotrophic lateral sclerosis	CPR cardiopulmonary resuscitation
AMA against medical advice	CPT chest physical therapy
amb ambulation	CPM continuous passive motion
ANS autonomic nervous system	CRF chronic renal failure
AP anterior posterior	CSF cerebral spinal fluid
ARD adult respiratory distress	CVA cerebrovascular accident
ARDS adult respiratory distress syndrome	CXR chest x-ray
ARF acute renal failure	
AROM active range of motion	D/C discontinue, discharge
ASAP as soon as possible	DIC disseminated intravascular coagulopathy
ASCVD arteriosclerotic cardiovascular disease	DIP distal interphalangeal (joint)
ASHD arteriosclerotic heart disease	DJD degenerative joint disease
AVM arteriovenous malformation	DM diabetes mellitus
AVN avascular necrosis	DNR do not resuscitate
AVR aortic valve replacement	DOB date of birth
AVS arteriovenous shunt	DOE dyspnea on exertion
	DSD dry sterile dressing
B bilateral	DTR deep tendon reflex
BBB bundle branch block	DVT deep venous thrombosis
BBFA both bone forearm (fracture)	DX, dx diagnosis
BID twice a day	
BOS base of support	ECG, EKG electrocardiogram
BP blood pressure	ECR extensor carpi radialis
BPD bronchopulmonary dysplasia	ECU extensor carpi ulnaris
BPF bronchopleural fistula	EEG electroencephalogram
BR bedrest	ENT ear, nose and throat
BS breath sounds, bowel sounds	ETT endotracheal tube
	ES electrical stimulation

Ex exercise
 Ext extension

FCR flexor carpi radialis
 FCU flexor carpi ulnaris
 FEV1 forced expiratory volume - 1 sec
 FiO2 fraction of inspired oxygen
 Flex flexion
 FRC functional residual capacity
 FTSG full thickness skin graft
 FVC forced vital capacity
 FWB full weight bearing
 Fx fracture

GCS Glasgow Coma Scale
 GI gastrointestinal
 GSW gun shot wound
 GXT graded exercise test

h hour
 HBP high blood pressure
 Hct hematocrit
 HEENT head, ears, eyes, nose, throat
 Hemi hemiplegia
 HEP home exercise program
 HNP herniated nucleus pulposus
 HOB head of bed
 h/o history of
 HO heterotopic ossification
 HR heart rate
 HTN hypertension
 HWR hardware removal
 Hx history

I independent
 IABP intra-aortic balloon pump
 ICBG iliac crest bone graft
 ICH intracranial hemorrhage
 IDDM insulin dependent diabetes mellitus
 I/E ratio inspiratory/expiratory ratio
 ILV independent lung ventilation
 IMV intermittent mandatory ventilation
 IRDS infant respiratory distress syndrome

IS incentive spirometry
 IV intravenously

KAFO knee ankle foot orthosis

L left
 lat lateral
 LBBB left bundle branch block
 LBP low back pain
 LLC long leg cast
 LLE left lower extremity
 LLL left lower lobe(lung)
 LOC loss of consciousness, level of consciousness
 LMN lower motor neuron
 LOS length of stay
 LP lumbar puncture
 LTG long term goal
 LTM long term memory
 LUE left upper extremity
 LUL left upper lobe (lung)

MAP mean arterial pressure
 max maximum
 MCA motorcycle accident
 min minimum
 mm muscle
 MMT manual muscle test
 mod moderate
 MRSA methecillin resistant staph aureus
 MS multiple sclerosis
 MVA motor vehicle accident

n/a not applicable
 NAD no acute distress
 NG, ng nasogastric
 NIDDM non-insulin dependent diabetes
 NIF negative inspiratory force
 NKA no known allergies
 nl normal
 nn nerve
 NPO nothing by mouth
 NTT nasotracheal tube
 NWB non-weight bearing

OA osteoarthritis
OGT oral gastric tube
OOB out of bed
ORIF open reduction, internal fixation
OT Occupational Therapy

PC pressure control
PCL posterior cruciate ligament
PCO₂ partial pressure of carbon dioxide
PD postural drainage
PE pulmonary embolus
PEEP positive end expiratory pressure
PLO posterior leaf orthosis
PMH past medical history
PO by mouth
POD post op day
PRE progressive resistive exercises
prn as often as necessary
PROM passive range of motion
PS pressure support
PT Physical Therapy
Pt, pt patient
PTA prior to admission
PTB patellae tendon bearing
PVD peripheral vascular disease
PWB partial weight bearing
PWP pulmonary wedge pressure

q d every day
q i d four times a day

R right
RA rheumatoid arthritis
RBBB right bundle branch block
RLE right lower extremity
RLL right lower lobe (lung)
r/o rule out
ROM range of motion
rr respiratory rate

RUE right upper extremity
RUL right upper lobe (lung)
Rx treatment

s without
S supervision
SAQ short arc quads
SAH subarachnoid hemorrhage
SB spontaneously breathing
SDH subdural hematoma
SIMV synchronized intermittent mandatory ventilation
SLB short leg brace
SLC short leg cast
SLP Speech Language Pathology
SLR straight leg raises
SOB shortness of breath
STG short term goal
STSG split thickness skin graft
Sx symptoms

TB tuberculosis
TBI traumatic brain injury
TCO total contact orthosis
TENS transcutaneous electrical neuromuscular stimulation
TF tube feeding
THA total hip arthroplasty
ther ex therapeutic exercise program
TIA transient ischemic attack
t i d three times a day
TKA total knee arthroplasty
TKE terminal knee extension
TLC total lung capacity
TMJ temporomandibular joint
Tx traction
TV tidal volume

UE upper extremity
UMN upper motor neuron
US ultrasound

VC vital capacity
vc verbal cues
VO verbal orders

WBAT weight bearing as tolerated
W/C wheelchair
WNL within normal limits
wt weight