SYLLABUS

PTA 260 – Clinical Practice II

PTA 260 – B01    Class Times: MTuWThF
Spring 2017    Classroom: Assigned Clinical Location

Instructor: Dr. Tiffany Kotra-Loos, PT, DPT, MPT
Clinical Coordinator and Assistant Professor
Physical Therapist Assistant Program

Office: AHB 307E    Office Hours: MW 9-10:30, Tu 9-11
Phone: 410-334-6908
Fax: 410-572-8730
Email: tkotra-loos@worwic.edu

Required Materials


Recommended Texts and Materials

Texts and course materials from all PTA courses.

Course Description

PTA 260 Clinical Practice II (4 credits)
This course is the first of two terminal clinical experiences. It is a six-week supervised clinical assignment in a hospital, extended care facility, rehabilitation facility, specialty facility or outpatient facility. Students are expected to apply previously learned didactic and clinical material to patient care and to demonstrate consistent weekly progress towards goals established for chart review, documentation, patient treatment, time management, and staff interaction. Students are expected to make a verbal presentation to the staff at the host facility on a topic determined in conjunction with the Clinical Instructor. Hours: 240 clinical. Prerequisites: PTA 250 and permission of the department head. Course fee: $80. Materials fee: $45. Insurance fee: $30. Usually offered in the spring.
### Course Objectives

Upon completion of the course the student will:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| 1. Student performs in a safe manner that minimizes the risk to the patient, themselves, and others. (GEO 4) | A. Demonstrate standard precautions and infection control procedures at all times.  
B. Demonstrate knowledge of facility safety policies and procedures.  
C. Demonstrate safe patient handling techniques at all times.  
D. Demonstrate proper body mechanics to minimize risk of self-injury.  
E. Establish a safe work environment during all activities.  
F. Take appropriate action during environmental or patient related emergency situations. | • Clinical Performance Instrument                                               |
| 2. Student will exhibit conduct that is consistent with established legal standards, standards of the profession and standards of the clinical facility. (GEO 4, 8, 9) | A. Demonstrate an understanding of the scope of work for a PTA consistent with state and federal regulations.  
B. Student will obtain informed consent from patients prior to the initiation of any physical therapy service.  
C. Student will abide by state and federal laws and facility policies pertaining to patient privacy and the privacy of protected health information at all times.  
D. Demonstrate conduct consistent with the APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant and Values-based Behaviors for the Physical Therapist Assistant. | • Clinical Performance Instrument                                               |
| 3. Demonstrate appropriate written, verbal, and non-verbal communication skills with healthcare personnel, patients, families and others. (GEO 1, 2, 3, 8) | A. Demonstrate respectful communication in all situations.  
B. Student will identify themselves as a “Student PTA” during all interactions.  
C. Demonstrate an awareness of body-language and its role during communication with patients and others.  
D. Uses language and vocabulary appropriate for the intended audience. | • Clinical Performance Instrument                                               |
| 4. Interpret the medical record and physical therapy plan of care. (GEO 2, 3, 4) | A. Review the health record prior to the initiation of physical therapy services.  
B. Communicate an understanding of the physical therapy plan of care and how it relates to the short and long term goals for the patient. | • Clinical Performance Instrument                                               |
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C. Seek clarification from the clinical instructor/supervising physical therapist prior to the initiation of treatment when questions arise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Identify any contraindications or precautions for the treatment session prior to any patient interaction.</td>
<td></td>
</tr>
<tr>
<td>5. Evaluate the treatment plan within the established plan of care. (GEO 4)</td>
<td>A. Identify changes in patient condition/status that necessitate a change in the treatment plan.</td>
<td>Clinical Performance</td>
</tr>
<tr>
<td></td>
<td>B. Initiate communication with the supervising physical therapist regarding changes in patient status and the treatment plan.</td>
<td>Performance Instrument</td>
</tr>
<tr>
<td></td>
<td>C. Progress treatment intervention as indicated to achieve the intended outcomes outlined in the supervising physical therapist plan of care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Participate in discontinuation of episode of care planning as directed by the supervising physical therapist.</td>
<td></td>
</tr>
<tr>
<td>6. Choose safe and effective implementation of various interventions identified in the plan of care established by the supervising PT. (GEO 2, 3, 4)</td>
<td>A. Demonstrate an understanding of the precautions and contraindications for all interventions.</td>
<td>Clinical Performance</td>
</tr>
<tr>
<td></td>
<td>B. Accurately describe the risks and expected benefits from the planned interventions.</td>
<td>Performance Instrument</td>
</tr>
<tr>
<td></td>
<td>C. Recognize when the direction to perform an intervention is beyond the scope of work for a PTA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Seek clarification from the supervising physical therapist when questions arise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Recognize when the direction to perform an intervention should not be done for patient safety.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Demonstrate proper application of the following interventions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Therapeutic exercises for ROM, strength, endurance, stretching, breathing, relaxation, posture, body mechanics, balance, developmental activities, aerobic conditioning;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Physical Agents including superficial heat, cryotherapy, ultrasound, phonophoresis, iontophoresis, diathermy, traction, mechanical compression, hydrotherapy, TENS, NMES, e-stim for tissue repair, biofeedback;</td>
<td></td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Assessment Goals</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>c. Dressing removal and application;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Gait training with and without assistive devices;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Functional activity training;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Use and management of orthotics, prosthetics and assistive and adaptive equipment;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Wheelchair management and mobility skills;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Soft tissue mobilization and massage;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Passive range of motion;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Transfers and bed mobility training;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Airway clearance techniques and strategies to alter the work of breathing;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Recommend modifications of home/work environment to improve safety and function;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Home exercise program education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Choose safe and effective data collection techniques as directed by the supervising PT plan of care. (GEO 1, 2, 4, 6)  

A. Interview patient prior to initiating treatment to obtain current data regarding level of function, patient status, and response to previous intervention.  

B. Demonstrate the following data collection techniques:  
   a. ROM measurement using goniometers, tape measure, and other range of motion devices;  
   b. Functional ROM;  
   c. Manual muscle testing;  
   d. Observation of muscle length, tone and mass;  
   e. Posture, gait, wheelchair mobility and balance observation;  
   f. Wound observation;  
   g. Vital signs;  
   h. Anthropometric, girth and volumetric measurements;  
   i. Sensation testing;  
   j. Arousal, mentation, and cognition and changes in patient status;  
   k. Vital signs and response to changes in position and activity;  
   l. Skin condition and response to changes in position and activity;  
   m. Pain and response to changes in position and activity;  
   n. Joint mobility and function;  

- Clinical Performance Instrument
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>o.</strong> Respiratory function, thoracoabdominal movements, breathing patterns and the response of respiratory function to changes in position and activity; <strong>p.</strong> Cough and sputum characteristics; <strong>q.</strong> Ability to detect fine and gross motor milestones and equilibrium reactions; <strong>r.</strong> Environmental, self-care and home observation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Educate the patient, caregiver and others using appropriate instructional methods. (GEO 1, 2, 8)</td>
<td>A. Employ effective teaching methods during the education of patients, healthcare personnel and others in patient and non-patient related activities. B. Educate patients and caregivers as directed in the supervising PTs plan of care. C. Adjust teaching methods in response to the learning characteristics of the intended audience.</td>
<td>• Clinical Performance Instrument</td>
</tr>
<tr>
<td>9. Demonstrate an understanding of the organization and function of the clinical facility/physical therapy department. (GEO 4, 8)</td>
<td>A. Describe the role of the physical therapy department within the clinical facility. B. Identify equipment, space, and support personnel available to assist in the delivery of physical therapy services. C. Coordinate the use of available resources with other physical therapy providers to maximize patient and facility outcomes.</td>
<td>• Clinical Performance Instrument</td>
</tr>
<tr>
<td>10. Apply sound clinical reasoning during the delivery of physical therapy services. (GEO 3, 4)</td>
<td>A. Utilize evidence-based resources to support clinical decisions regarding treatment planning and treatment progression within the established plan of care. B. Compare collected data to determine the level of progress towards goals established in the supervising PTs plan of care.</td>
<td>• Clinical Performance Instrument</td>
</tr>
<tr>
<td>11. Adapt the delivery of physical therapy services with consideration for the patients’ differences, values, preferences and expressed needs. (GEO 8, 9)</td>
<td>A. Demonstrate an understanding of social, cultural, psychological, and economic factors affecting patient care. B. Demonstrate an awareness of potential personal biases that may affect interaction with patients/caregivers and others. C. Modify physical therapy services as indicated in consideration of the patient’s cultural differences and psychological needs.</td>
<td>• Clinical Performance Instrument</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Assessment Goals</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 12. Student will demonstrate professional behavior and appearance throughout clinical education experience. (GEO 4, 8, 9) | A. Discuss the role of the clinical instructor in the education of the PTA.  
B. Seek feedback from team members regarding performance.  
C. Utilize self-reflection and CI feedback to improve clinical knowledge, skills, and behavior.  
D. Display respect for cultural, religious, and socioeconomic differences in people.  
E. Maintain acceptable personal hygiene, appearance, and dress while in the clinical setting.  
F. Display appropriate work habits such as being on time, notifying the facility/program faculty of an illness, and accepting changes in assignments and schedules. | • Clinical Performance Instrument                               |
| 13. Student will identify and comply with clinical facility policies and procedures regarding administration, safety, quality assurance, and PTA job responsibilities. (GEO 1, 2, 3, 4) | A. Accurately describe the organizational structure of the physical therapy service unit.  
B. Identify the relationships between the physical therapy unit and other healthcare units.  
C. Describe the roles and responsibilities of the physical therapist and the physical therapist assistant within the clinical facility.  
D. Describe the role of the PTA during clinical facility emergency situations.  
E. Participate in established quality improvement activities at the clinical facility.  
F. Educate patients, healthcare personnel and others about the role of the PTA.  
G. Complete accurate documentation consistent with state and federal laws and facility requirements in a timely manner.  
H. Produce accurate and timely billing information consistent with state and federal laws and facility requirements. | • Clinical Performance Instrument                               |
| 14. Student will present an in-service on a relevant clinical topic to the clinical facility staff. (GEO 2, 5) | A. Identify with the CI/CCCE a clinical topic of interest and benefit to the clinical facility.  
B. Develop a 20 to 30 minute presentation on the identified topic of interest.  
C. Provide at least 4 references including at least 3 from peer reviewed journals to support presentation content.  
D. Produce educational handouts to support the information given during the presentation.  
E. Deliver presentation to clinical facility staff. | • Clinical Presentation Grading Rubric  
• Clinical Performance Instrument                               |
<table>
<thead>
<tr>
<th><strong>Course Objectives</strong></th>
<th><strong>Assessment Goals</strong></th>
<th><strong>Assessment Strategies</strong></th>
</tr>
</thead>
</table>
| 15. Student will prioritize tasks consistent with good time management skills. (GEO 4) | A. Completes documentation in a timely manner.  
B. Provides PT intervention to patient at scheduled appointment time.  
C. Utilizes services of PT aide and other support personnel as allowed by law and facility policy to increase efficiency.  
D. Seeks advice from supervising PT and/or clinical instructor to improve effective use of time. | • Clinical Performance Instrument |
| 16. Participate in a variety of learning activities such as: observation of surgery; other healthcare disciplines; departmental quality assurance; attend in-services, etc. (The performance of this objective is facility, caseload, and time availability dependent.) (GEO 4, 8) | A. Identify additional learning experiences available at the clinical facility.  
B. Discuss additional experiences with clinical instructor and schedule participation as indicated.  
C. Participate in inter-professional patient and non-patient activities when available. | • Clinical Performance Instrument |

General Education Objectives (GEO) may be found in the college’s catalog and website.  
Course Objective (CO) see syllabus.

**Teaching Methods and Learning Experiences**  
Teaching methods/learning experiences in this course include but are not limited to: clinical experiences under the direct supervision of the clinical instructor, in-service project, and site observation by the course instructor.

**Course Requirements and Expectations**  
For successful completion of the course, students are expected to:

- Complete the course with a minimum grade of 75%.
- Achievement of expected level of performance in all areas of the CPI.
- Complete 240 hours of clinical education.
- Demonstrate ethical and professional behavior at all times.
- Complete and/or submit all required documents on time.
- Utilize the electronic resource center to prepare an in-service presentation with supporting written materials for the host facility.
- Prepare for licensure examination by completing the practice test provided by the PTA program and submitting a self-assessment plan for performance improvement.
For additional expectations during clinical placements, students should consult their PTA program student handbook.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA CPI Performance</td>
<td>70 %</td>
</tr>
<tr>
<td>In-service project</td>
<td>10 %</td>
</tr>
<tr>
<td>Licensure Exam Preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Site Observation</td>
<td>10 %</td>
</tr>
</tbody>
</table>

*Achieving a passing score on the CPI is required to pass the course. Failure on the CPI constitutes failure of the course. Clinical course grading is determined by the ACCE. Grading is determined by reviewing the APTA Clinical Performance Instrument (CPI), information gathered during onsite visits, any comments and feedback from the CI and/or CCCE, and student assignments.

**Grading of the Clinical Performance Instrument - (70% of course grade)**

The score achieved on the CPI is valued at 70% of the overall course grade. The performance expectation is that students will earn a minimum of “Intermediate” level in all 14 criteria. Earning less than “Intermediate” level performance in any criteria or a check in the significant concern box for any criteria at the end of the clinical experience will result in failure of the clinical experience and the course.

### DEFINITIONS OF PERFORMANCE DIMENSIONS & RATING SCALE ANCHORS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Dimensions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Supervision/Guidance | Level and extent of assistance required by the student to achieve entry-level performance.  
  * As a student progresses through clinical education experiences*, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation* and may vary with the complexity of the patient or environment. |
| Quality           | Degree of knowledge and skill proficiency demonstrated.  
  * As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled or highly skilled performance.                                                                                                           |
| Complexity        | Number of elements that must be considered relative to the task, patient, and/or environment.  
  * As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.                                                                                           |
| Consistency       | Frequency of occurrences of desired behaviors related to the performance criterion.  
  * As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.                                                                                                        |
| Efficiency        | Ability to perform in a cost-effective and timely manner.  
  * As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.                                                                                      |

**Rating Scale Anchors**
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Beginning performance** | - A student who requires direct personal supervision 100% of the time working with patients with constant monitoring and feedback, even with patients with simple conditions.  
  - At this level, performance of essential skills is inconsistent and clinical problem solving* is performed in an inefficient manner.  
  - Performance reflects little or no experience in application of essential skills with patients.  
  - The student does not carry a patient care workload with the clinical instructor (a PTA directed and supervised by a physical therapist or a physical therapist). |
| **Advanced beginner performance** | - A student who requires direct personal supervision 75% – 90% of the time working with patients with simple conditions, and 100% of the time working with patients with more complex conditions.  
  - At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review), clinical problem solving, interventions (eg, monitoring therapeutic exercise), and related data collection (eg, single angle goniometry), but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.  
  - The student may begin to share the patient care workload with the clinical instructor. |
| **Intermediate performance** | - A student who requires direct personal supervision less than 50% of the time working with patients with simple conditions, and 75% of the time working with patients with complex conditions.  
  - At this level, the student is proficient with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex tasks, clinical problem solving, and interventions/data collection.  
  - The student is capable of maintaining 50% of a full-time physical therapist assistant’s patient care workload. |
| **Advanced intermediate performance** | - A student who requires clinical supervision less than 25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions.  
  - At this level, the student is consistent and proficient in simple tasks, clinical problem solving, and interventions/data collection and requires only occasional cueing for more complex tasks, clinical problem solving, and interventions/data collection.  
  - The student is capable of maintaining 75% of a full-time physical therapist assistant’s patient care workload. |
| **Entry-level performance** | - A student who is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist.  
  - At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection.  
  - The student consults with others to resolve unfamiliar or ambiguous situations.  
  - The student is capable of maintaining 100% of a full-time physical therapist assistant’s patient care workload in a cost effective* manner with the direction and supervision of the physical therapist. |

**Electronic Research Assignment and Presentation** *(10% of course grade)*

For this course, each student shall complete and present an in-service on a diagnosis treated in that clinical setting. The assignment will include an oral presentation and handouts given to the clinical staff. The diagnosis used for the assignment is to be decided upon by the Clinical Instructor and it is the student's responsibility to discuss the in-service presentation topic and expectations with the CI. The Clinical Instructor will provide presentation feedback to the ACCE, which will be considered when the ACCE assigns a grade for the assignment. See the attached gradic rubric.

**Due Date:** Presentation to facility staff during week 4 or 5 (Feb 6-16, 2017)  
Powerpoint and Handouts (via email or Blackboard) and grading sheet graded and signed by CI (via scan to email or fax) to ACCE by Friday, February 17, 3:00 p.m.

Failure to submit by Friday, February 17, 3:00 p.m. will earn a grade of 0 for the assignment.
General Description: Ask your CI to select a diagnosis that is treated in this environment. It should be a diagnosis with which you have limited experience prior to this affiliation. Give a 20 minute presentation on this diagnosis with a PowerPoint and handout.

Assignment Details:
1. Identify a patient diagnosis treated in this environment (hospital, inpatient, outpatient rehab).
2. Describe the diagnosis-how it is diagnosed, symptoms and presentations, prognosis, and common problems treated by physical therapy in this setting.
3. Describe common treatment goals and physical therapy interventions for this diagnosis in this setting.
4. Describe psych/ social/cultural factors.
5. Discuss 3 physical therapy research articles about one aspect of that diagnosis, such as treatment interventions or social factors, etc.
6. Review 3+ resources (Websites, books, organizations, etc.) that could be helpful when treating this diagnosis in the future.
7. Provide a handout/ brochure which provides an overview of important info and clinical knowledge about the diagnosis. It is NOT a print out of powerpoint slides.
8. Answer questions from the CI and staff after your presentation.

See attached gradic rubric. Print out for CI and send in to ACCE

Grading Rubric for Clinical Presentation

<table>
<thead>
<tr>
<th>Criteria (10 pts)</th>
<th>Excellent (2 pts)</th>
<th>Good (1 pt)</th>
<th>Needs Work (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant, Useful Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Demeanor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powerpoint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing: 20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handout</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading of License Exam Preparation - (10% of course grade)
Students will take a practice NPTE exam from Scorebuilders prior to their 2nd clinical affiliation and after their 3rd clinical affiliation. The score achieved on the practice exam prior to the 2nd clinical affiliation will contribute 5% to the student’s overall grade for the course, PTA 260. The student’s self-assessment of the practice exam performance and
plan for improving their license exam score will be submitted to the ACCE and will contribute 5% to the student’s overall grade for the course.

### Practice Exam

<table>
<thead>
<tr>
<th>Practice Exam Score</th>
<th>Percentage earned toward total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>5%</td>
</tr>
<tr>
<td>40%</td>
<td>4%</td>
</tr>
<tr>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>10%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Self-Assessment

Access to Online Advantage through Scorebuilders is available for 60 days from the day the practice exam is taken. Students should use their access code to utilize the performance analysis section of this online tool in order to determine their improvement plan. The self-assessment of exam performance and plan for improvement needed to pass the license exam in July 2017 should be:

1. Typed, 12 pt font, 1.5 - 2 pages, and submitted electronically by **Sunday, January 15, 2017 at 3 pm**. Failure to submit by this time will earn a “0” for this assignment.
2. Address the following content:
   1. How the student performed in each of the 5 system specific and 5 content outline areas.
      a. Use the “Mastery Meter” labels of performance analysis tool
   2. The student’s thoughts and insight about their performance. What was learned from the experience?
   3. Methods of study that were used to prepare for the current practice test and the effectiveness of those methods
   4. The student’s plan to improve their score for the next practice exam
      a. Resources the student will use
      b. Timeframes/ schedule for study
      c. Methods of study

• **Students need to save their data in regards to performance on this practice exam as they will need this information again in PTA 270.**
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>84 – 92</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>75 – 83</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>66 – 74</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0 – 65</td>
<td>Failing</td>
</tr>
</tbody>
</table>

A FINAL GRADE BELOW A 75.0% RESULTS IN COURSE FAILURE AND DISMISSAL FROM THE PHYSICAL THERAPIST ASSISTANT PROGRAM. GRADES WILL NOT BE ROUNDED, A 74.9% IS CONSIDERED A FAILING GRADE.

Attendance

Attendance at clinical rotations is an essential component of the student’s clinical education. The student must be in his/her assigned area of rotation and prepared for instruction at the scheduled time for that facility. The student’s schedule will be determined by the Clinical Instructor and may include evening and/or weekend hours. The student must complete both the minimum number of hours required for each clinical as well as the minimum number of weeks as defined in the course syllabus. If a clinic is closed due to a holiday or other event during a student’s assigned clinical time, the student will be given credit for that day and will not be required to make up the time missed due to clinic closure. If a student is unable to be present at their clinical experience, it is his/her responsibility to report the intended absence to both the Clinical Instructor and ACCE prior to the start of business at the clinic on the date that is to be missed. All clinical absences must be made up at a time mutually agreed upon by the student and the Clinical Instructor. Extenuating circumstances, such as serious illness, or death or serious illness of an immediate family member (children, parents, brother, sister, or grandparents) will be discussed with the ACCE and a decision regarding required make-up time will be made on an individual basis.

Inclement Weather

During clinical experiences, students will follow the policies for their particular clinical facility and per their Clinical Instructor’s guidance. It is understood that some clinical experiences may involve long travel distances, if a student determines there is a safety issue transporting to their clinical facility, they are to notify their Clinical instructor and the program ACCE immediately. Arrangements will be made by the ACCE and Clinical Instructor that are agreeable to the student to make up any missed time.
College Policies

Academic Honesty Policy

Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. All papers and presentations must be the student’s own work. Any student who has violated the academic honesty policy by exhibiting any of the following types of behavior during or in the preparation/performance of any quiz, project, report, test, or exam will receive a ZERO “0” for the assignment, and the student conduct violation will be referred to the Student-Faculty Disciplinary Committee. Cheating will not be tolerated in the Physical Therapist Assistant Program. Students found cheating will be dismissed from the Physical Therapist Assistant Program. Documented evidence of the offense will be kept in the General Education Department office and/or the Physical Therapist Assistant Program office.

1. Cheating is defined as the act of obtaining information or data improperly or by dishonest or deceitful means. This includes the intentional use of unauthorized materials, information, or study aids in any academic exercise. This also includes helping or attempting to help another student to cheat or submit the same paper for two different classes without the explicit authorization / approval of both instructors. Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment.

2. Plagiarism is defined as the copying or imitating the language, ideas, or thoughts of another author and presenting them as one’s original work or the copying of another’s words in any medium without giving credit in a footnote in the proper format (such as MLA or APA documentation format). In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

   • Any words quoted directly from a source must be in quotation marks and cited.
   • Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
   • Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.

Sharing information that was present on a quiz/test/exam is an example of academic dishonesty and will result in a grade of “F” for the course and immediate dismissal from the Physical Therapist Assistant Program.

Services for Students with Disabilities

Wor-Wic provides reasonable accommodations for students with disabilities, in Compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the Counseling office at (410) 334-2899. For more information, see Wor-Wic’s Services for Students with Disabilities web page.
**Emergency Information**

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.

**Sexual Violence Disclosures**

Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic’s director of counseling (X-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1. Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic’s website: http://www.worwic.edu/Administration/PublicSafety.aspx.

**Class Communication**

Blackboard is being used as a supplementary site in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in BH 217, FOH 305, HH 100, GH 204 and AHB 108.

**Blackboard**

Please follow these directions to access course syllabi and any other materials posted for this course:

**Login Information:**

1. From the Wor-Wic home page, point to “Quick Links” (top-right) and click the “Blackboard Login” link.
2. Enter your Wor-Wic user ID and password. Don’t know your user ID or password? Contact Student Services.

**Blackboard Components:**

1. Posted course syllabus.
2. Messages from the course instructor will be located under the messages section of Blackboard.
3. When completed the following may be posted: presentations, study guides, assignment information, and grades.

**Blackboard Integrity**

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog.
Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members or any unauthorized individuals.

Violators are subject to college disciplinary procedures.
Name:____________________  
Topic:____________________________  
Date:_________________

Clinical Instructor- Mark the appropriate box indicating performance on each item. Please sign this form and email or fax to ACCE by 3 pm, Friday, February 17, 2017.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant, Useful Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Demeanor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powerpoint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing: 20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handout</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CI Name and Signature:__________________________________________