PTA 25

Interactions in the Clinic

SYLLABUS AND COURSE INFORMATION PACKET

Spring 2018

3 credits
1.5 hours lecture/3 hours lab

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Of the

City University of New York

Physical Therapy Assistant Program

Course Syllabus
PTA 25

Interactions in the Clinic

Course Description:
This course simulates the clinical environment through the use of specific role playing activities related to the administration of physical therapy services, PT/PTA interactions, ethical challenges, interdisciplinary communication and other relevant issues. Students will engage in peer assessment of skills, mock person to person and telephone contact activities, independent research and reporting of pathological conditions and associated sequelae, and clinical documentation. The purpose of this course is to enhance student preparation for the final clinical affiliation and ultimate job entry.

Required Texts:


Student Learning Objectives

As evidenced by successful performance and completion of role playing activities, assignments, research article reviews, lab presentations, and analysis of clinical scenarios, the student will:

1.0. Provide comprehensive mock intervention of selected neurological, orthopedic, developmental, and neuromuscular disorders consistent with the physical therapist’s plan of care.

1.1. Read and interpret the physical therapist initial evaluation.
1.2. Organize treatment area for administration of physical therapy services.
1.3. Determine appropriate selection, sequence, and progression of therapeutic interventions including exercise, gait, assistive device use, and physical agents.
1.4. Provide therapeutic interventions demonstrating awareness of pathological condition, time constraints, patient response, efficacy of interventions, etc.
1.5. Demonstrate awareness of therapeutic indications/contraindications.
1.6. Demonstrate appropriate therapeutic assessment techniques to gauge patient progress.
1.7. Demonstrate knowledge of physiological signs and symptoms that indicate patient endangerment including, SOB, cyanosis, syncope, change in mental status, dizziness, etc.
1.8. Use appropriate rehabilitation technology to enhance achievement of therapeutic goals.
1.9. Demonstrate appropriate administration of physical agents.
1.10. Demonstrate ability to communicate effectively with the supervising physical therapist.
1.11. Demonstrate the ability to refer clinical issues to the supervising physical therapist when appropriate.
1.12. Demonstrate appropriate documentation of therapeutic sessions using paper based and electronic strategies.
1.13. Develop proficiency in effectively providing simultaneous interventions to multiple patients.
1.15. Assist in discharge planning and alternative levels of care decision making with supervising physical therapist.
1.16. Demonstrate an understanding of operational considerations within varied physical therapy delivery systems including PT-PTA team strategies, patient scheduling practices, the use of physical therapy aides, etc.

2.0. Demonstrate knowledge of the physical therapist assistant’s role in the...
2.1. Demonstrate effective face to face communication with faculty role playing members of the inter/multidisciplinary team including: physician, nurse, vocational counselor, occupational therapist, etc.

2.2. Demonstrate appropriate telephone communication with faculty role playing members of the inter/multidisciplinary team including: physician, nurse, vocational counselor, occupational therapist, etc.

2.3. Demonstrate appropriate action based upon communication with members of inter/multidisciplinary team.

2.4. Initiate communication with members of inter/multidisciplinary team as appropriate.

2.5. Recognize aspects of the plan of care that may be outside the PTA’s scope of practice and act accordingly.

3.0. Demonstrate ability to effectively communicate with patient, family, and health care team members and appropriately manage psychosocial sequelae.

3.1. Demonstrate appropriate and effective communication with mock patient including: providing effective and accurate instructions, demonstrating effective listening skills, providing rationale for treatment and other clinical explanations as indicated, demonstrating sensitivity to nonverbal behavior, etc.

3.2. Demonstrate appropriate responses related to psychosocial aspects of clinical scenarios including: cultural differences, patient coping mechanisms, third-party payment issues, ethical challenges, etc.

3.3. Demonstrate appropriate and effective communication with family and health care team members about physical therapy and related issues.

3.4. Verify the effectiveness of his/her teaching behavior by analyzing performance.

3.5. Demonstrate appropriate sensitivity and action recognizing the various and simultaneous roles of patients and families as health care seekers, consumers, informants, and knowledge pursuers.

4.0. Demonstrate appropriate professional behavior

4.1. Attend and be on time for class, lab, and scheduled appointments.

4.2. Be prepared for lab activities, attend to tasks assigned.

4.3. Accept constructive criticism and respond and/or follow through appropriately.

4.4. Express self in a clear and easily understood manner.

4.5. Maintain appropriate personal hygiene.

4.6. Treat others with positive regard, dignity and respect.

4.7. Analyze and examine professional literature considering: specific scientific methods, interpretation of results, and clinical significance in order to foster further personal investigation and clinical effectiveness.

4.8. Explain the importance of lifelong learning.

4.9. Describe how professional development can occur.


**Student Assessment**
As indicated in the student handbook, to receive a passing grade in this course the student must successfully complete all comprehensive examinations and assignments with a grade of “C” or better. Standardized assessment tools are used for all graded activities. These tools are distributed at the beginning of the semester.

**Grade Determination**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5 Graded Telephone/Personal Interactions</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Progress/Summary Notes</td>
<td>10%</td>
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<tr>
<td>Clinical Diagnosis Research Assignment</td>
<td>5%</td>
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<tr>
<td>Written Critiques of Clinical Interactions</td>
<td>5%</td>
</tr>
<tr>
<td>Practical Examination</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Telephone/ Personal Interactions**
Students are required to complete a total of five interaction activities. The students perform telephone interactions with a faculty member role playing a member of the inter/multidisciplinary health care team. Students are also required to complete personal interactions with a faculty member role playing a supervising physical therapist as well as a member of the inter/multidisciplinary health care team. The interactions are based upon specific clinical scenarios. The faculty member will assess the effectiveness of the interactions using a standardized tool.

**Quizzes**
Students are given a combination of multiple choice and essay questions. Material tested will be a review of any topic already covered in the program as well as critical thinking questions based on current specific scenarios from lab. Quizzes are worth 20% of the final grade.

**Presentation Preparation**
Students are required to select a clinically relevant final presentation topic. All topics must be approved by the instructor. On a specified schedule, each student must submit a detailed outline, electronic (Power Point) component, and audience handout(s). The presentation preparation material will be assessed for style, form, and content. These materials will receive a grade and be returned to students for revision and use in the presentation.

**Written Critiques of Clinical Interactions**
Students acting as mock patients are provided standardized forms to critique each clinical interaction. The critique includes student perceptions related to interpersonal interactions, effectiveness of treatment, etc. Critiques also include sections on the perceived strengths and weaknesses of the overall interaction and suggestions for improvement.

**Progress/Summary Reports**
Students must complete progress notes and summary reports on the assigned clinical interactions. These reports will be assessed for form, style, and content. These reports will include handwritten and computer generated formats. In addition throughout the semester students will be required to complete a monthly note, discharge summary and design home exercise programs on assigned patients.

**Clinical Diagnosis Research Assignment**
Using internet resources, students are allotted a maximum of 15 minutes to research an assigned relatively uncommon clinical diagnosis. Each student completes a standardized form providing relevant information including etiology, pathogenesis, physical therapy and non-physical therapy management. The assignment is assessed based upon accuracy of acquired information and appropriateness of research sources.

**Practical Examination**
Students are provided with a mock clinical scenario and must provide appropriate physical therapy intervention and effectively interact with a faculty member role playing a patient.

**Final Examination:**
Final examination will consist of multiple choice clinical reasoning questions covering the settings and conditions discussed and managed during the course.
Course Outline

Week #1 – Mock Inpatient Rehabilitation Facility

**Lecture**
Assignment: Skinner, Chapter 13

Following patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. The importance of clinical decision making is reviewed and the topic of clinical management is discussed.

**Laboratory**
A mock inpatient rehabilitation facility is designed giving students the opportunity to treat multiple patient diagnoses simultaneously. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include CVA, amputee, Alzheimer’s, Parkinson’s disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format.

Week#2 – Mock Inpatient Rehabilitation Facility

**Lecture**
Assignment: Skinner, Chapter 7, 10

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Documentation is also discussed using students completed notes. Discussion focuses on reviewing the importance of accurate, descriptive documentation as well the assessment portion of the note. Clinical decisions regarding patients with neurological conditions and geriatric patients are discussed and students are given specific patient based questions and asked to make a decision.

**Laboratory**
Students continue interventions of mock patients from previous week progressing patients according to previous patient progress and documentation within the plan of care. Students role modeling patients are provided new specific scripts to ensure appropriate clinical challenge. Patient diagnoses continue to include CVA, amputee, Alzheimer’s, Parkinson’s disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format.
WEEK#3– Mock Inpatient Rehabilitation Facility

Lecture
Assignment: PROJECT OUTLINE DUE
Skinner, Chapter 10, 12

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Treatment and specific clinical decision making regarding geriatric patients continue and patients with acute medical conditions are also discussed.

Laboratory
Students continue intervention of mock patients from previous week progressing patients according to previous patient progress and documentation. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students are encouraged to use a variety of intervention activities within the plan of care and based on patient progress. Patient diagnoses continue to include CVA, amputee, Alzheimer’s, Parkinson’s disease, general debilitation, and TBI. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format.

WEEK#4– Mock Inpatient Rehabilitation Facility

Lecture
Assignment: Skinner, Chapter 9

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students’ documentation of mock patient interventions are reviewed and discussed. Discussion regarding intervention and decision making of pediatric patients begins.

Laboratory
Students continue treatment of mock patients from previous week progressing patients according to previous patient progress and documentation. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students are encouraged to use a variety of intervention activities within the plan of care and based on patient progress. Patient diagnoses continue to include CVA, amputee, Alzheimer’s, Parkinson’s disease, general debilitation, and TBI. During treatment sessions students
participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation using SOAP note format as well as a monthly note.

**WEEK #5 - Pediatrics**

**Lecture**

Assignment: Skinner, Chapter 9

Students perform the clinical diagnosis research assignment in class. Research results are then discussed.

**Laboratory**

Students are given mock pediatric neurological evaluations. Students work in groups using critical thinking skills to discuss individual patient problems and intervention ideas. Intervention ideas must relate to established goals and plan of care. In addition, students need to design age appropriate interventions within an allotted time frame.

**WEEK #6 – Pediatrics**

**Lecture**

Assignment: **PROJECT POWER POINT DUE**

Following mock patient interventions, students are involved in a class discussion reviewing patient cases loads, treatment rationale, and patient progression with the focus on pediatric patients with neurological pathologies.

**Laboratory**

Students perform complete interventions for mock pediatric treatments in a school setting. Students use critical thinking and sound technical skills to treat pediatric patients with diagnosis of cerebral palsy, TBI, autism and muscular dystrophy. Students are responsible for daily documentation which is then peer critiqued. Students participate in an interdisciplinary team meeting where they must report patient progress.

**WEEK #7 – Mock Pediatric facility**

**Lecture**

Following mock patient interventions, students are involved in a class discussion reviewing patient cases loads, treatment rationale, and patient progression. Discussion focuses on creative ways to engage children while achieve treatment goals. Discussion focuses on documentation of pediatric interventions with emphasis on quantitative documentation and Individualized Education Plans.

**Laboratory**

Students continue perform complete interventions for mock pediatric interventions in a school setting. Students use critical thinking and sound technical skills to treat pediatric
patients with diagnosis of cerebral palsy, TBI, autism and muscular dystrophy. Students are responsible for daily documentation which is then peer critiqued. Students participate in an interdisciplinary team meeting where they must report patient progress. In addition, students prepare home exercise programs for their patients and present their programs to faculty playing the role of a parent in week 7.

**WEEK#8 – Mock Pediatric Facility**

**Lecture**

Following mock patient interventions, students are involved in a class discussion reviewing patient cases loads, treatment rationale, and patient progression. Student progress notes are reviewed. Differences in treating in an outpatient vs. school setting are discussed as well as the differences in treating patients with long term neurological problems and acute medical pathologies. In addition, effective communication with parents is also reviewed.

**Laboratory**

Students perform complete interventions for mock pediatric patients in an outpatient pediatric setting. Students use critical thinking and sound technical skills to treat pediatric patients with diagnoses of cancer, cystic fibrosis, and orthopedic conditions. Students are responsible for daily documentation which is then peer critiqued. Students teach a home exercise program to faculty playing the role of a mock parent.

**WEEK #9- Mock Outpatient Facility**

**Lecture**

Student assignment: PROJECT HANDOUTS DUE

Skinner, Chapter 6 and 11

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Discussion focuses on outpatient settings and types of pathologies seen in outpatient settings. In addition, strategies to effectively treat multiple patients is discussed.

**Laboratory**

A mock outpatient facility is designed giving students the opportunity to treat multiple patient diagnoses simultaneously. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients at one time. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs.
WEEK#10– Mock Outpatient Facility

Lecture

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Handwritten and computerized notes are reviewed. Discussion this week focuses on formal and informal assessments and their place in documentation.

Laboratory

Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors within the plan of care. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs.

WEEK#11– Mock Outpatient Facility

Lecture

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students begin final individual presentations.

Laboratory

Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs. In addition, students are asked to design and present a home exercise program for one of their patients.
WEEK#12 – Mock Outpatient Facility

Lecture

Following mock patient interventions, students are involved in a class discussion reviewing patient caseloads, pathologies, treatment rationale, and patient progression. Students complete final individual presentations.

Laboratory

Students continue treatment of mock patients from previous week, progressing according to documented response and other relevant factors. Students role modeling patients are provided specific scripts to ensure appropriate clinical challenge. Students use critical thinking, sound technical skills and time management skills to treat 3 patients. Patient diagnoses include general orthopedic conditions, acute/chronic pain, neurological and balance disorders. During treatment sessions students participate in interdisciplinary interactions through personal and telephone interactions and perform necessary actions as indicated. Students also interact with the supervising therapist as appropriate. Students are responsible for daily documentation via computerized programs. Students are also asked to complete a discharge summary on one of their patients.

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

***Class attendance is a vital part of the learning experience. A student who has been absent 15% or more of the total instructional hours that a class meets may be considered excessively absent by the instructor. The instructor may consider excessive absences as a factor in the assignment of a student’s grade.
****The course professor utilizes a variety of teaching methodologies to facilitate accomplishment of student learning objectives. These methodologies may include interactive lecturing, supervised group and simulation activities, web-based instruction, use of custom computer based study guides, and active learning strategies.