



**PTA 215 Syllabus
SEMESTER
School of Nursing and Health Professions**

<i>Course Name:</i>	PTA Directed Practice III
<i>Course & Section Number:</i>	215 - XXX
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	3
<i>Contact Hours:</i>	1 - lecture, 14 - other
<i>Office Hours & Location:</i>	
<i>OCC Phone:</i>	
<i>OCC Email:</i>	
<i>Additional Contact Information:</i>	

*Please call me (name); it is my preferred name. Please use only Owens' email for course communications.

*The PTA Student Handbook contains many relevant policies and procedures related to the course including grading, assignments, testing, and more. Students are responsible for the program policies noted in the handbook relating to the work in this course.

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

Catalog description:

This course provides entry-level clinical experience under the direct supervision of a licensed physical therapist or physical therapist assistant. Physical therapists or physical therapist assistants act as clinical instructors. The seminar is scheduled at the start of the course to prepare students for their final clinical experience and transition to the workforce after licensure.

Prerequisite/Corequisites:

Corequisite: PTA 213

Prerequisite: PTA 202 and PTA 211

Course Materials:

The Clinical Performance Instrument, APTA.

What You Will Learn in the Course

Course Objectives:

The course will:

1. Provide an entry-level clinical experience under the direct supervision of a licensed physical therapist or physical therapist assistant.
2. Present information on how to improve personal behavior to optimize inclusive and equitable patient care and patient care environments.
3. Explore lifelong learning opportunities in the physical therapy profession.
4. Provide students an opportunity to formulate professional materials and resources to support successful career development.
5. Provide students an opportunity to determine efforts and practices that ensure patient and health care provider safety in the clinical setting.
6. Provide students an opportunity to distinguish effective responses to environmental emergencies that may occur in the clinical setting.
7. Provide students an opportunity to develop appropriate clinical decisions and actions throughout the implementation of the plan of care established by the physical therapist in the clinical setting.
8. Provide students an opportunity to improve components of data collection using appropriate tests and measures to measure and monitor patient responses before, during, and after physical therapy interventions of multiple body systems while considering growth and human development, pain and pain experiences, psychosocial and mental health aspects of patient care in the clinical setting.
9. Provide students an opportunity to improve therapy interventions for multiple body systems while considering growth and human development, pain and pain experiences, psychosocial and mental health aspects of patient care as identified in the plan of care established by the physical therapist to achieve patient and client goals and outcomes in the clinical setting.
10. Provide students an opportunity to examine teaching methods that meet the learner's needs incorporating cultural humility and social determinants of health when providing patient and/or caregiver education in the clinical setting.
11. Provide students an opportunity to maximize documentation that follows guidelines and documentation formats required by jurisdiction legal frameworks and other regulatory agencies in the clinical setting.
12. Provide students an opportunity to distinguish the physical therapist assistant's role in the financial management of the practice setting, including accurate billing and payment for services rendered in the clinical setting.
13. Provide students an opportunity to distinguish services and/or educational resources informed by cultural humility that address primary, secondary, and tertiary prevention, health promotion, and wellness to individuals, groups, and communities in the clinical

setting.

14. Provide students an opportunity to determine the role of the physical therapist assistant in providing physical therapy services that address JEDI, belonging, anti-racism, health care disparities, and social determinants of health in the clinical setting.
15. Provide students an opportunity to determine the impact of patient-centered interprofessional collaborative care and the role of the physical therapist assistant in the collaborative care team in the clinical setting.
16. Provide students an opportunity to distinguish the physical therapist assistant's role in organizational planning and operation of physical therapy services in the clinical setting.
17. Provide students an opportunity to analyze the physical therapist assistant's role in performance improvement and quality assurance activities in the clinical setting.

Student Learning Outcomes:

The student will:

Outcome	Evaluation Measure (where assessed)
1. Practice physical therapy at an entry level for all graded criteria on the clinical performance assessment tool as applicable including ethical practice, legal practice, professional growth, communication, inclusivity, clinical reasoning, therapeutic exercise and techniques, mechanical and electrotherapeutic modalities, functional training and application of devices and equipment, documentation, and resource management.	Clinical introduction & goal setting email, Mid-term site visit form, WPN 1-6, WTS 1-6, CPI midterm and final completion, Final CPI Rubric, Final CPI Reflection paper
2. Practice within the laws and rules that regulate physical therapy in the jurisdiction of service at an entry level.	Final CPI Rubric
3. Practice consistent with the Standards of Ethical Conduct (APTA) and APTA Core Values for the Physical Therapist and Assistant at an entry level.	Reflection entry, Final CPI Rubric
4. Participate in the financial management of the practice setting, including accurate billing and payment for services rendered at an entry level.	Chart audit worksheet, Final CPI Rubric
5. Discuss the importance of legislative and political advocacy for the role of the physical therapist assistant and the profession of physical therapy.	Ohio JAM worksheet, Assistive Technology Fair Event & Reflection
6. Identify career development and lifelong learning opportunities in the physical therapy profession.	Seminar mock interview performance, LinkedIn profile, Professional binder, Clinic mock interview, Research-to-Practice Project, Assistive Technology Fair Event & Reflection
7. Construct a professional resume in	Cover letter, Resume, Resume report

Outcome	Evaluation Measure (where assessed)
preparation for interviews and other professional opportunities.	
8. Understand the effect of performance improvement and quality assurance on the physical therapist assistant.	Chart audit worksheet, SECE/CI, Student evaluation of the ACCE, Final CPI Rubric
9. Participate in organizational planning and operation of the physical therapy service as appropriate at an entry level.	Final CPI Rubric

PTA Program Outcomes:

The following program outcomes are assessed in this course.

Outcome	Evaluation Measure (where assessed)
The Program will graduate individuals who are safe with patient care.	Final CPI Rubric
The Program will graduate individuals who demonstrate cultural sensitivity in their interactions.	Final CPI Rubric
The Program will graduate individuals who demonstrate effective clinical problem-solving skills.	Final CPI Rubric

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, these competencies will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Evaluation Measure (where assessed)
Communicate effectively.	Final CPI Rubric, Final CPI Reflection Paper
Act with professional responsibility.	Final CPI Rubric, Final CPI Reflection Paper
Demonstrate sensitivity to others' beliefs and values.	Final CPI Rubric, Final CPI Reflection Paper
Think creatively.	Final CPI Rubric, Final CPI Reflection Paper

Technology, Lab, and File Requirements:

Students should refer to the PTA Student Handbook for specific policies and procedures related to technology, lab, and file requirements.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI:

Students should refer to the PTA Student Handbook for the AI policy.

Student Responsibilities & Instructor Expectations

Students should refer to the PTA Student Handbook and the PTA Clinical Manual for policies and procedures related to clinical education and more.

Below are the requirements to pass this course.

1. **CPI Rubric – All Criteria:** At a minimum, the student must meet Level 5 (Entry-Level) Performance. The student is encouraged to achieve Level 6 (Beyond Entry-Level Performance) if appropriate.
 - a. **Entry-Level – Supervision:** A student who is capable of working independently while managing patients/clients with non-complex and complex conditions and seeks guidance/support as necessary.
 - b. **Entry-Level – Caseload:** The student is capable of maintaining 100% of a full-time, entry-level (i.e. new graduate) physical therapist assistant's caseload for the setting and patient population.
2. A student must complete and turn-in all assignments. If an assignment is not completed, the student will receive an incomplete "I" grade for the course until the work is completed. If the assignment is not completed by the designated timeline, then the student will fail the course.
3. A student must achieve 77.0% in the course.

How Grades are Determined and Major Assignments

Assignments

Evaluation Measure	Student Learning Outcomes Assessed	Value (points)
Seminar Assignments		
Ohio JAM worksheet	5	0 (in class)
Chart audit worksheet	4, 8	0 (in class)
Resume	7	10
Cover Letter	7	5

Evaluation Measure	Student Learning Outcomes Assessed	Value (points)
Seminar Mock Interview Performance	6	27
LinkedIn Profile	6	10
Binder plan	6	10
Clinical Assignments		
Mid-Term Site Visit Form	1	5
Clinical Introduction & Goal Setting Email	1	5
Weekly Timesheets (1-6)	1	5 points each x 6 = 30 points total
Weekly Progress Notes (1-6)	1	5 points each x 6 = 30 points total
Reflection Entry (Discussion Board)	3	5
CPI Midterm Completion (student's completion of the midterm CPI)	1	5
Assistive Technology Fair Reflection	5	0 (must be completed or student will fail the course)
Research-to-Practice OR Clinic Mock Interview Project (<i>only one is required to be completed</i>)	6	20 points for materials + 10 points feedback = 30 points total
Resume Report (Journal Entry)	7	5
CPI Final Completion (student's completion of the final CPI)	1	5
Student Eval of the Clinical Experience & Clinical Instructor (SECE/CI)	8	5
Student Eval of the ACCE	8	5
Assignments Total		62 + 130 = 192 points

Final CPI Rubric – Must be 55 points or higher to pass the course to meet Entry Level (Level 5) performance on all CPI criteria.

Evaluation Measure	Student Learning Outcomes Assessed	Value (points)
Final CPI Rubric and Reflection Paper (CI's grading of the student's performance + student's reflection of their final CPI performance)	1	CPI Rubric: 5 points or higher is a pass (5 points earned per graded criteria (at level 5 performance) x 11 graded criteria); 54 points or less is a failure. Reflection paper: 0 points - must be completed or student will fail the course
Total		55 points

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcomes
Assignment total	25%	1-9
Final CPI Rubric total	75%	1
Points required to pass the course with a 77.0% = 68.72 points		

Grading Scale and Procedure

Letter Grade	Associated Percentage	Points
A	100% – 93.0%	89.25 – 83.00
B	92.9% – 85.0%	82.91 – 75.86
C	84.9%– 77.0%	75.77 – 68.72
D	76.9% – 70.0%	68.63 – 62.47
F	69.9% and below	62.38 - 0

*Students should refer to the PTA Student Handbook to review additional policies and procedures related to grading, turning in assignments, and how to pass PTA-technical courses.

Tentative Class Assignments:

Week	SLO	Day	Plan
Seminar			
9 DATE	5-7	DATE	TIME: Preview activities for the week TIME: Lori Owens (Career and Transfer Services) presenting on Interviewing and Cover Letters <u>Additional:</u> Finish syllabus & assignment review including Assistive Technology Fair, Resume & professional binder review
		DATE	TIME: BriAnna Ybarra & team from Ohio Means Jobs (OMJ) Hancock County presenting on

			navigating job offers, benefits, and more! <u>Additional:</u> Mock interview practice Due: Confirmation email to one-on-one interviewers by TIME including resume & cover letter.
		DATE	Mock Interviews as scheduled – See Blackboard for more information.
		DATE y	Debrief mock interviews, Professional binder exchange and review, JAM and Jurisprudence worksheet, Chart audit and worksheet, OPTA Elevate & SIG discussions, STICKS! Due: Resume, Cover letter, LinkedIn profile, Binder plan
Directed Practice – On site as scheduled			
10 DATE Clinical week #1	1	Assignments: DATE : Scorebuilders’ Exam #2 exam autopsy and screenshots DATE : Mid-term Site Visit Information Form due DATE : Weekly Progress Report & Timesheet #1 due regarding goals for clinical week #2	
11 DATE Clinical week #2	1, 3	Assignments: DATE : Weekly Progress Report & Timesheet #2 due regarding goals from clinical week #2 and goals for clinical week #3 DATE : Discussion Board Reflection Entry Due	
12 DATE Clinical week #3 MID TERM SITE CHECK-IN	1	Assignments: DATE : Weekly Progress Report & Timesheet #3 due regarding goals from clinical week #3 and goals for clinical week #4 DATE : CPI Midterm Evaluation Due	
13 DATE Clinical week #4	1	Assignments: DATE : Weekly Progress Report & Timesheet #4 due regarding goals from clinical week #4 and goals for clinical week #5	

14 DATE Clinical week #5	1, 5-6	DATE : All students attend EVENT. Flyer and info sheet w/schedule found on Blackboard. Assignments: DATE : Weekly Progress Report & Timesheet #5 due regarding goals from clinical week #5 and goals for clinical week #6 DATE : Assistive Technology Fair Reflection Due DATE : Research-to-Practice Project Outline Due (<i>if completing this project</i>)
15 DATE Clinical week #6 FINAL SITE CHECK-IN	1-4, 6, 8-9	Assignments: DATE : Weekly Progress Report & Timesheet #6 due regarding goals from clinical week #6 DATE : CPI Final Evaluation, Journal Entry Resume Report, SECE/CI and Student Eval of ACCE Google Forms, DATE 1: Final CPI Reflection Paper Due DATE 1: Research-to-Practice Project: CI Feedback Form AND proof of deliverable due (<i>if completing this project</i>) OR Clinic Mock Interview: Performance Rubric AND student reflection due (<i>if completing this project</i>)
16 DATE Clinical Make-up week and PEAT #2 (July takers)		Clinical time made-up as needed. PEAT #2 (date and location as assigned). See the “Important Dates” file in the cohort BB shell. DATE : Open House & Graduation! See the “Important Dates” file in the cohort BB shell.