



COURSE OUTLINE

Course Number PTA 240	Course Title PTA Clinical Education III	Credits 5
Hours: Lecture/Lab/Other 40 hours/week for 6 weeks = 240 clinical hours	Pre-requisite PTA 235	Implementation Semester & Year Spring 2025

Catalog description:

Supervised full-time clinical experience allows students to practice all of the techniques and procedures taught in the program, performing all that is normally expected of a physical therapist assistant.

General Education Category:
Not GenEd

Course coordinator: Rachel Cordasco, 609-570-3385,
CordascR@mccc.edu

Required texts & Other materials: [n/a](#)

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. P27. Independently operate physical therapy equipment and modalities within the department, safely and correctly (supports ILG 4, PLO 5 & PLO 7)
2. P19. adjust interventions within the plan of care in response to patient clinical indications and report this to the Clinical Instructor (supports ILG 1, 9, 10 & 11, PLO 5 & PLO 7)
3. P13. maintain patient confidentiality, dignity, and modesty in the clinical environment (supports ILG 8, PLO 5 & PLO 7)
4. P5. ensure patient safety by the use of universal precautions, proper body mechanics, proper guarding techniques, maintaining a safe environment, and utilizing proper intervention techniques (supports ILG 11, PLO 5 & PLO 7)
5. C8. approach the CI with observations regarding which interventions should be progressed with a patient, why progression is indicated, and how the progression should take place (supports ILG 1, PLO 5 & PLO 7)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Physical Therapist Assistant Program (PLO)

1. To maintain high quality PTA courses and instruction for a diverse student population.
2. To provide meaningful and effective services and activities that support student success and preparation for safe and competent clinical practice.
3. To foster learning environments that celebrate and value diversity and respect.
4. To manage resources that support affordability, quality teaching, innovation and safe learning environments.
5. To foster community connections with providers of quality physical therapy to enhance the vitality of the PTA program and contribute to the physical therapy community.
6. To maintain a commitment to assessment to evaluate the PTA program's success in meeting these goals.
7. To provide an environment that creates adaptive learners who are able to function in complex, uncertain and novel situations.
8. To intentionally focus on learner development of professional identity and commitment to the physical therapy profession

Units of study in detail – Unit Student Learning Outcomes:

PTA 240

		Supports SLOs:
Unit 1	Orientation to the clinical setting	all
Unit 2	Integration into the clinical setting	all
Unit 3	Integration into the clinical setting	all
Unit 4	Integration into the clinical setting	all
Unit 5	Integration into the clinical setting	all
Unit 6	Integration into the clinical setting	all

Week 1: Days 1 & 2

Orientation and integration to the clinical

setting:

The learner is expected to observe the physical therapy department and personnel utilization until the learner and the clinical instructor (CI) determine that the learner is sufficiently acclimated to this setting. The CI will be interacting with the learner and working with him or her to set up observations as needed. The learner needs to initiate interaction with patients, and seek out the components of departmental organization and documentation style. During this week the learner should gain an understanding of the role and responsibilities of all staff in the PT department. An introduction to who handles patient scheduling and how effectiveness is maximized via appropriate scheduling should also occur during the first week.

Week 1: Day 3 through the end of Week 6 Integration into the clinical setting:

The learner is expected to perform all duties that would normally be expected of a PTA at entry level. The learner is also expected to participate in departmental “in-service” presentations. The learner is also required to present an “in-service” to the department.

Evaluation of student learning:

%	Activity	Number
15	Paper(s)	1
15	Presentation(s)	1
10	Communication with ACCE	1
60	Clinical Affiliation(s)	1

This is a clinical education course. Students will complete a preparatory quiz, write a case study paper, conduct an in-service presentation, be graded on their communication, and meeting the course objectives using a Clinical Performance Instrument, completed by the Clinical Instructor. Students will meet with the Clinical Instructor for mid-term and final evaluations, in which feedback on each and every course objective will be reviewed and discussed.