



Physical Therapist Assistant Program

Clinical Instructor

Handbook

2016-17

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Clinical Instructors:

This handbook has been designed to serve as a reference to Clinical Instructors regarding your role as a Clinical Instructor of the PTA Program at New River Community & Technical College. If you have any questions regarding the the PTA Program or content of this handbook, please contact Ron Moreland at moreland@newriver.edu or 304-929-3319. The handbook can also be found at:

http://www.newriver.edu/images/publicdocs/academics/pta/New/IR_Revised_Clinical_Policies_Procedures_Manual.pdf

Thank you for your time and knowledge in service to the profession of Physical Therapy and our students.

Program Information

Information regarding the program, curriculum, admissions and policies can be found on our web page:

<http://www.newriver.edu/current-students/academics/degrees-and-certificate-programs/23-multiple/academic-services/1246-physical-therapist-assistant-aas>

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Institution History and Accreditation

New River Community and Technical College came into existence on July 1, 2003, as a result of passage of the West Virginia Legislature's House Bill 224 in March of 2003. As a result of this legislation, New River Community and Technical College was created by combining Bluefield State College's community college component with Glenville State College's community college campus in Nicholas County. New River Community and Technical College is a multi-campus entity, headquartered in Beaver, and serving nine counties through its Raleigh County, Mercer County, Greenbrier Valley, and Nicholas County Campuses.

The Higher Learning Commission of the North Central Association granted initial accreditation to New River Community and Technical College in 2005. Prior to 2005, New River Community and Technical College was included in the accreditation of Bluefield State College.

Higher Learning Commission of the North Central Association of Schools and Colleges
230 South LaSalle St., Ste. 7-500
Chicago, IL 60602-1411
Phone: 312-263-0456; 1-800-621-7440
www.ncahigherlearningcommission.org

Institutional Mission Statement

New River Community and Technical College provides accessible, affordable, quality education and workforce programs to meet the needs of the region it serves.

To achieve this mission, New River Community and Technical College will:

- provide programs and courses of instruction, through the associate-degree level, encompassing occupational-technical education, transfer education, general education, literacy and developmental education, and continuing education;
- implement workforce development and customized training programs that will advance individual career development while meeting employers' needs for a highly skilled workforce;
- provide innovative student support services that promote holistic development and student success;
- provide a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning;
- create an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship;
- serve as a vital link between secondary education and four-year colleges and universities;
- enrich local communities by making available resources in people, facilities, libraries, and programming;
- serve as a catalyst in helping to shape the future direction of communities in the college's region of responsibility;
- enhance economic, cultural, and educational development through partnerships between the college and local communities;
- ensure a healthy and safe environment on each of the college's campuses; and
- be fiscally responsible and accountable.

Institutional Vision Statement

New River Community and Technical College improves students' lives and enriches communities.

Institutional Values

Shared values guide New River Community and Technical College in fulfilling its mission. These values influence thoughts, guide decisions, mold policies, and determine courses of action. These values include a commitment to:

1. **Opportunity:** Serving a diverse population through lifelong learning and student development services that are inclusive, accessible, affordable, and of the highest quality.
2. **Teaching and Learning:** Sustaining teaching excellence and setting high standards that promote and encourage student learning.
3. **Effective Learning Environments:** Maintaining innovative learning environments that encourage creativity and the acquisition of knowledge and skills that prepare students for dealing with changing work environments, for exercising responsible citizenship, and for leading rewarding lives.
4. **Appropriate Use of Technology:** Using technology effectively to enhance instruction and learning and to expand access to educational opportunities for professional growth and renewal.
5. **Professional Development:** Encouraging excellence and renewal in faculty and staff performance by providing on-going opportunities for professional growth and renewal.
6. **Community Service:** Serving local communities by providing facilities for cultural enrichment, by promoting economic development and partnerships, and by sharing leadership and college talent to meet community needs.
7. **Accountability:** Demonstrating good stewardship by making effective and efficient use of resources, thereby ensuring accountability to the state and to the communities the college serves.

Non-Discrimination Policy

New River Community and Technical College is an Affirmative Action/Equal Opportunity Institution, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. The College does not discriminate on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, marital status, veteran or military status, disability or genetic information.

Information on the implementation of the policy and/or the Title IX Amendment should be addressed to: Affirmative Action Officer, New River Community and Technical College, 280 University Drive, Beaver, WV 25813-8987.

Program Accreditation

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant Program at New River Community & Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>

The program director, program faculty as well as any other necessary administrators or faculty of the School of Allied Health are responsible for creating policies and procedures which support practices by the institution to facilitate compliance with accreditation policies and procedures. The program director is responsible for the following:

- Submission of required accreditation fees
- Submission of documents required for accreditation purposes (e.g. Annual Accreditation Report, Progress Reports, Self-Study, etc.)
- Maintaining program accreditation or coming into compliance with accreditation standards within the timeframe set forth by CAPTE
- Notification of expected or unexpected substantive change(s) with the program, the reporting structure, administration, change in institutional accreditation status or legal authority to provide postsecondary education

Program Mission Statement

The mission of the Physical Therapist Assistant (PTA) Department is to provide each student the necessary education to become a competent entry-level physical therapist assistant. This is achieved through professional education and training using sequential instruction, practical clinical experiences, and mentoring. Emphasized throughout the student experience are critical thinking, scientific inquiry, ethics, professional behaviors, and team skills, as well as examination of the preferred relationship between the PT and PTA. Also emphasized is development of professional behaviors that facilitate and enhance positive therapeutic relationships with patients including respect and sensitivity for ethnic, cultural and spiritual differences. Qualified clinical sites further support these ideas through clinical education and mentoring.

Technical Standards

The Physical Therapist Assistant Program (PTA) program prepares graduates to enter a variety of employment settings and to render care in a safe and competent manner to a wide variety of patients. The technical standards set forth by the program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level PTA, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation for Physical Therapy Education [CAPTE]). These standards will also aid New River Community and Technical College in assessing student requests for reasonable accommodations in accordance with the American's with Disabilities Act (ADA, 1990).

Students admitted to the program must possess the following abilities and expectations, with or without the need for accommodation. Compliance with the program's technical standards does not directly indicate a student's ability to successfully complete the program, graduate with an AAS Physical Therapist Assistant degree or to pass the Physical Therapist Assistant version of the National Physical Therapy Exam.

Students admitted into the PTA program at New River Community and Technical College must demonstrate:

1. **Critical thinking** skills to sufficiently assimilate, analyze, and integrate and problem solve to formulate appropriate judgments with regards to all aspects of patient treatment within the plan of care, as well as moral and ethical situations.
2. **Communication skills** sufficient to verbally and non-verbally communicate with the patient, family members and care givers as well as the supervising PT and all members of the health care team.
3. **Interpersonal skills** sufficient to interact with the patient, family members and care givers as well as the supervising PT and all members of the health care team from a variety of backgrounds including but not limited to socioeconomic, religious, ethnic and cultural.
4. **Physical capacity** to perform aspects of patient care including use of equipment, patient positioning and transfers, and assistance during emergency situations. Students may be required to perform at a moderate work capacity, meaning they can safely lift and carry equipment and supplies/materials up to 50 pounds without help, and over 50 pounds with assistance of another person or mechanical device.
5. **Motor skills** sufficient to perform patient interventions, including but not limited to, passive range of motion, modalities, manual muscle testing, goniometry, and all other skills requiring motor skills that are deemed necessary by the PTA program.
6. **Visual** acuity sufficient to observe patient status, patient response to treatment and compilation of objective information including but not limited to edema, goniometric measurements, and gait deviations.
7. **Hearing** capability sufficient for patient interaction and aspects of patient care including but not limited to heart rate, respiration rate, and accurate blood pressure.
8. **Tactile** ability sufficient for assessment techniques including but not limited to palpation of muscle, bony landmarks, normal and abnormal joint movements.

Clinical Agreements with NRCTC

The program must have a legal clinical affiliation contract in place between New River Community and Technical College and any facility wishing to provide clinical affiliation placements for students. No student will be placed in a facility without a valid clinical contract in place.

Clinical Facility Requirements

New River Community and Technical College establishes contractual agreements with various facilities with physical therapy settings. The student will need to be oriented to each of the agencies in which they are assigned for clinical affiliations. Some clinical agency requirements may include signing confidentiality statements, completing blood-borne pathogen competencies, having documentation of specific immunizations, and agreeing to drug screens and or criminal background checks prior to clinical affiliations, etc. Student will be required to wear a New River Community and Technical College badge identifying them as a student when working in a clinical facility.

Clinical sites have the right to deny student access based on criminal background check or drug testing results.

The ACCE's Responsibilities:

- Provide information necessary to plan for an appropriate learning experience for the student.
- Provide information relating to the clinical education course in which the facility is participating 30 days prior to the start of the affiliation. Information will be sent by e-mail including copies of the:
 - course syllabus stating expectations for student learning and performance
 - current clinical education handbook
 - pertinent background check, health and insurance information for the student(s)
 - contact information regarding the student
- Provide the opportunity to attend continuing education courses related to clinical instructor development sponsored by the PTA program.
- Provide the opportunity to provide input to the program regarding student competencies, course content, evaluation techniques, etc.
- Maintaining the school CSIF records for each facility.
- Regularly updating the New River/PTA Clinical Education website.
- Regularly updating the Clinical Education Handbook.
- Educating all parties involved with Clinical Education.
- Developing the CI's understanding of the Clinical Education program.
- Organizing and transmitting information to CI's in a timely fashion.
- Recruiting new clinical sites.
- Maintaining communication with existing clinical sites.
- Preparing and printing all paperwork involved in Clinical Education.
- Placing and preparing students for each clinical rotation.
- Providing accessibility during all rotations, either by phone, e-mail or in person.
- Remediating the generic abilities of students having difficulty in the clinic.
- Collecting data from pertinent areas of Clinical Education to assure quality

Expected Competency Prior to Attending Clinical Affiliations

Student must have a grade of 77% or better in all courses with a PTHA prefix prior to attending clinical affiliations. As part of the all laboratory, student must demonstrate competency on all practical examinations by obtaining a 77% or higher and 100% on critical safety elements.

Clinical Instructors Responsibilities:

New River expects the clinical instructor to be responsible for:

- Acquainting themselves with the learning objectives for clinical courses, school expectations for student achievement, student's own goals for their clinical experiences, and the performance evaluation instrument.
- Planned learning opportunities to meet those goals and expectations within the practical limitations of the facility.
- Communicating specific performance expectations to students at the beginning of the affiliation.
- Communicating in a timely manner regarding student progress by:
- Meeting with visiting faculty or participating in telephone conferences to discuss student progress.
- Completing evaluation forms thoughtfully and thoroughly
- Providing objective examples of student performance
- Telephoning the ACCE to discuss student or curriculum related problems that may occur between calls and visits.

Qualifications of the Clinical Instructor

To assure quality clinical experiences for our students, the academic faculty will seek clinical faculty that reflect our mission statement. Although not mandatory, the following criteria are highly desirable for clinical faculty.

- A minimum of one year, but preferably two years, of full time physical therapy experience
- Be licensed and in good standing in the state that they practice
- Competency in physical therapy skills, particularly in the current setting
- Good professional behaviors and be a good role model for students
- An interest in working with students
- legal and ethical behaviors commensurate with standards of physical therapy practice
- An understanding of the relationship between the PT and the PTA
- An ability to identify when a needed skill is beyond the scope of training
- An understanding of entry level expectations.
- An ability to self-assess and set goals for correction
- A demonstration of lifelong learning by continually working to enhance clinical education skills

The students will evaluate clinical instructors both during and after the rotation.

Rights and Privileges of the Clinical Instructor

In accordance with our signed Affiliation Agreement, the agreement between the College and Facility are independent contractors and no individual shall be entitled to any compensation/benefits and the agreement does not extend any rights or privileges to Clinical Instructors".

Planning for the Student

Students should feel free to give their CI's feedback about teaching environments, specific learning styles, preferred feedback styles, and goals for the rotation. Students are expected to take an active role in seeking out learning experiences and asking for feedback about their performance. Planning the clinical education experience should be a mutually shared responsibility for the CI and the student. The student and CI that want to set weekly performance goals may wish to use the "Weekly Planning Form" provided on the CPI Website.

Clinical Notebook Skills Sheets

To help track what types of skills our students have practiced and to give clinical faculty a clear idea of what students have been instructed to do, we are continuing to use the Clinical Skills Notebook in conjunction with the Clinical Performance Instrument. The skills have been grouped to reflect not only the sequence in which they occur in the program, but also the rotation in which the student is currently participating. The Master Skills Sheet, located behind the Skills tab in the clinical notebook. The Master Skill Sheet, listing the title and corresponding number of each skill, is our way of tracking student Competency in performing interventions and data collection.

After the student has demonstrated competency in a given skill, the “Academic Instructor” box on the individual skill sheets will carry a signature indicating the student may be allowed to perform that skill under the direct supervision of the clinical faculty. Once the student has met the same performance criteria in the clinic, the CI may likewise sign the “Clinical Instructor” box. Students must have direct supervision when practicing skills.

At the beginning of each clinical education experience, the CI and the student should use the Master Skill Sheet to consider skills that have received academic approval and are likely to be practiced at that facility. If the student demonstrates safe performance, the CI will sign and date approval on the Master Skill Sheet. The student can insert the name of the facility where the skill was performed but the CI must initial the last column to the right.

Planning the practice of clinical skills is of primary importance during all clinical education courses. We do realize; however, that needed learning opportunities may not always arise due to changing patient populations and time constraints. Simulation is considered a valid way of determining if the student is ready to perform the skill on a patient, but should not take the place of practicing on a real patient when the opportunity avails itself.

It is the student’s responsibility to remind the clinical instructor about which skills are appropriate for the given rotation. If a clinical instructor approves the individual skill sheets, it is the student’s responsibility to obtain signatures and keep the Master Skills Sheet updated as warranted

Using the Clinical Performance Instrument (CPI)

New River Community and Technical College uses the APTA Clinical Performance Instrument (CPI) for student evaluation of clinical experiences.

This is performed through the website (<https://cpi2.amsapps.com>) to access the student’s evaluation. APTA provides online training for new instructors. CEUs are provided for completion of the online training.

Students also do a self-assessment on the CPI that the Clinical Instructor has to read and sign off of.

Evaluation of the Clinical Instructor/Clinical Facility

Each student will perform an evaluation of the CI and the facility by the end of the rotation. The evaluation will be returned to the ACCE within the prescribed time limit following the end of the affiliation.

Clinical Faculty Development

Each student of the PTA Program receives 600 clinical education hours. Therefore, it is the responsibility of New River Community and Technical College to provide ongoing developmental activities as needed, based on evaluation of clinical instructor performance and the overall success of the clinical education program. Opportunities for developing or enhancing clinical education skills are likely to be New River

sponsored at no charge to the clinical instructor. These courses should be available for CEUs from the West Virginia State Board of Physical Therapy. However, at times the clinical faculty development may occur as an informal one-on-one session based on input from students, the academic faculty or the CCCE. Clinical Instructors are encouraged, but not required to complete the APTA Clinical Instructor Education and Credentialing Program.

Occupational Exposure

Program students must sign a statement acknowledging that exposure to various communicable/transmissible illnesses may occur during a clinical experience, and that the protection against these conditions (e.g. following safe health practices and becoming immunized) is the student's responsibility.

Program students receive coursework regarding the use of universal precautions during the first semester of the technical portion of the program and continuing throughout their PTA coursework. Students must demonstrate an understanding of these concepts through written examinations and through utilization of universal precautions in all lab and clinical activities including but not limited to:

- Blood and airborne pathogens
- Hepatitis B immunization
- Mechanism of pathogen transmission
- Appropriate disposal, labeling and housekeeping measures
- Prevention of exposure to blood and airborne pathogens
- Universal precautions
- Exposure control, including determinations of exposure and post-exposure reporting and action

Medical Professional Liability Insurance

Malpractice liability insurance is provided to each student enrolled in the PTA program. The cost is included in student services fees.

Policies and Procedures Specific to Clinical Education

A. Clinical Contracts

Policy

The program must have a legal clinical affiliation contract in place between New River Community and Technical College and any facility wishing to provide clinical affiliation placements for students. No student will be placed in a facility without a valid clinical contract in place.

Procedure

I. Clinical Affiliation Contract Request

A. Initiation

1. The program or a facility employing licensed physical therapist or physical therapist assistants may initiate a contract request.
2. The program will e-mail a copy of the Clinical Contract Request Form to the facility requesting the necessary facility information.

II. New River Clinical Affiliation Contracts

A. The Academic Coordinator of Clinical Education will fill in the necessary facility information on the contract.

1. All contracts must be converted to .pdf format

B. Two originals of the contract will be mailed through the US Postal Service or e-mailed in .pdf format by the program to the facility contact person.

1. Both originals are to be signed by authorized facility personnel
2. Both originals are to be returned to the program via US Postal Service or scanned .pdf for the appropriate New River signatures.

C. Once both signed originals are received by the program

1. Both copies are to be signed by authorized college personnel
 - a) One original will be mailed to the contract facility
 - b) One copy will be kept in a locked file in the office of the Academic Coordinator of Clinical Education

III. Facility Clinical Affiliation Contracts

- A. In the event that a facility requires the use of their own contract, the contract will be reviewed by the Academic Coordinator of Clinical Education, Vice President of Administrative Services, and the Vice President for Academic Affairs.
 1. If approved, the contract will be signed by authorized college personnel and returned by hard copy via US Postal Service or scanned as a .pdf and e-mailed to the facility
 2. If unapproved, the Vice President of Academic Affairs will contact the facility to discuss any concerns.
 - a) In the event that an agreement cannot be made, the Vice President of Academic Affairs will contact the Academic Coordinator of Clinical Education and the Program Director.
- B. When the completed contract is returned to the program, it will be kept in a locked file in the office of the Academic Coordinator of Clinical Education.

IV. Review of Contracts

- A. Academic Coordinator of Clinical Education is responsible for yearly review of all contracts to assure their accuracy and validity.
 1. Contracts must be reviewed prior to each new incoming class
- B. If a contract is not valid, the Academic Coordinator of Clinical Education will either
 1. initiate the process for establishing a new contract or
 2. remove the facility from the active site list
- C. Documentation of Review
 1. Documentation of contract review is kept by the Academic Coordinator of Clinical Education on the Clinical Site Tracking spreadsheet

B. Clinical Instructor Qualifications

To assure quality clinical experiences for our students, the academic faculty will seek clinical education faculty that reflect our mission statement. The following criteria are in place for clinical faculty:

- must be a licensed physical therapist or, if permitted by State Practice Act, licensed/certified physical therapist assistant
- a minimum of one year of full time (or equivalent) post-licensure clinical experience
- must be in good standing in the state in which they practice
- competency in physical therapy skills, particularly in the current setting
- effective role models and clinical teachers
- an interest in working with students
- legal and ethical behaviors commensurate with standards of physical therapy practice
- an understanding of the relationship between the PT and the PTA
- an understanding of entry level expectations of the PTA student at conclusion of PTHA 252
- an ability to self-assess and set goals for correction
- a demonstration of lifelong learning by continually working to enhance clinical and educational skills

C. Clinical Education Requests & Placement

Background

Clinical affiliation sites vary from semester to semester based on each facility's ability to host a student. Sites typically base availability on the patient load and staffing of the facility. The ACCE provides the clinical site sign-up form to each clinical site annually (in June) to determine the availability for the incoming cohort of students.

Policy

- I. Notification of Available Clinical Sites
 - A. The Academic Coordinator of Clinical Education will
 - 1. Present a list of clinical availability within the first 30 days of the start of the technical portion of the program and
 - 2. Provides each student with a Clinical Site Request Form
- II. Student Requests
 - A. Placement requests will be made through completion of the Clinical Site Request Form
 - 1. A request is not a guarantee that a student will be placed in that particular facility
 - 2. Student placement will be made according to site availability and determination of individual student needs as determined by laboratory skills check off and/or recent CPI performance.
 - 3. Students must have at least one in-patient and one out-patient clinical experience.
- III. Student Placement
 - A. Student placement for clinical affiliations is at the sole discretion of the program faculty
 - 1. Students will be placed in different settings for each of the three affiliations
 - a) Placement in the same facility is appropriate if
 - (1) the student is participating in a different setting within the facility **AND**
 - (2) the student is mentored by a different CI than the first setting
 - B. Students are expected to be flexible in regards to location of their assignment.
 - 1. When possible, considerations will be made for each student in regards to family and personal responsibilities.
- IV. Travel
 - A. All students will be required to travel for a minimum of one clinical affiliation within 30 miles of their home depending on clinical site availability
 - B. All monetary funds for housing, travel, food, tolls etc. are the responsibility of the student.
- V. Completion of Clinical Affiliations

All clinical affiliations must be completed within one calendar year of completing the didactic and laboratory component of the program

Procedure

- I. Notification of Available Clinical Sites
 - A. The Academic Coordinator of Clinical Education
 - 1. is responsible for maintaining an adequate number of clinical placements (150% of enrollment) and
 - 2. will provide students with a list of clinical availability within the first 30 days of the start of the technical portion of the program and
 - 3. a Clinical Site Request Form
- II. Student Requests
 - A. Student will review the list of available clinical sites
 - B. Complete and submit the Clinical Site Request Form as instructed by the Academic Coordinator of Clinical Education
- III. Student Placements
 - A. Students will be placed in clinical sites by the Academic Coordinator of Clinical Education based on
 - 1. consideration of the students request for a particular site or setting;
 - 2. consideration of the student's learning style and needs;
 - 3. availability of sites and setting and
 - 4. providing the student with a variety of clinical experiences.
 - B. Student's with personal or family responsibilities will be addressed on a case by case basis and may result in:
 - 1. reassignment to a different clinical site
 - 2. postponement of the clinical affiliation to a later date

D. Clinical Education Requirements

Policy

- I. Students must be able to provide their assigned clinical site the following information:
 - A. documentation of required immunizations including:
 1. Mantoux 2 step test – tuberculosis (TB)
 2. Rubella (German measles) – proof of immunization or positive titer
 3. Rubeola (measles) – proof of immunization or positive titer
 4. HepB (hepatitis B) immunization – series of three injections; the first of the injections must be completed by August 31st, the second by September 30th.
 5. Tetanus immunization or booster – must be within the past 10 years
 6. Varicella (chicken pox) – proof of immunization or positive titer
 - B. documentation of completed background check
 - C. results of drug screen
 - D. certification in BLS and first aid
 - E. current student health insurance
- II. Students who are unable to provide the required documentation will not be permitted to begin the assigned clinical affiliation which will result in a delayed start of PTHA 232, Clinical Education I until the required documentation has been submitted.

Procedure

- I. Information provided to the Clinical Instructor includes: pertinent background check, health insurance information, contact information regarding the student and emergency contact information.
- II. Beginning on November 1st, student may, at any time, be required to produce documentation of completed immunizations, background check, drug screen, BLS and first aid certification, and current health insurance.
- III. Students who are unable to provide the required documentation will not be permitted to begin the assigned clinical affiliation which will result in a delayed start of PTHA 232, Clinical Education I until the required documentation has been submitted.

E. Clinical Education Grading for the Clinical Performance Instrument (CPI)

- I. **PTHA 232, Clinical Education I** Grades are recorded as 100, 93, 87, or 80
 - A. : To receive a 100 on the CPI
 1. The student must have no instances of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined which must be completed in a timely fashion during clinical
 2. The student must achieve at least “Intermediate Performance” on 14 criteria by the final assessment
 - B. To receive an 93 on the CPI:
 1. The student must have no instances of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical
 2. The student must achieve at least “Intermediate Performance” on 3 of 5 red flag criteria and 3 of the 9 remaining criteria. The student must achieve at least “Advanced Beginner Performance” on the remaining criteria by the final assessment.
 - C. To receive an 87 on the CPI:
 1. The student must have no more than 1 instance of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical

2. The student must achieve at least “Advanced Beginner Performance” on all 14 criteria by the final assessment.
- D. Any criteria less than “Advanced Beginner Performance” will constitute failure of the Clinical Affiliation

The assignment of a grade is completed by the Academic Coordinator of Clinical Education.

Evaluation:

Evaluation will consist of CPI score, Clinical Site Information Form (CSIF), and Professional Correspondence. The CPI score will be weighted at 89% of the course grade. CSIF completion will be weighted 8% of the course grade. Professional Correspondence will be weighted at 3% of the course grade. Written Professional Correspondence will take the form of a Thank You note at the end of the clinical experience.

Grading Scale:

- A = 93.0 – 100%
- B = 85.0 – 92.9%
- C = 77.0 – 84.9%
- F = 76.9% and below-This constitutes failure of a Clinical Affiliation. See Policy.

II. PTHA 250, Clinical Education II Grades are recorded as 100, 93, 87, or 80

- a. To receive an 100 on the CPI:
 1. The student must have no instances of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical
 2. The student must achieve at least “Advanced Intermediate Performance” all 14 categories by the final assessment.
- B. To receive an 93 on the CPI:
 1. The student must have no instances of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical
 2. The student must achieve at least “Advanced Intermediate Performance” on all red flag criteria and at least 7 of the 9 remaining criteria by the final assessment. In addition, the student must achieve “Intermediate Performance” on the remaining criteria.
- C. To receive an 87 on the CPI:
 1. The student must have no more than 1 instance of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical
 2. The student must achieve at least “Advanced Intermediate Performance” on 4 of the 5 red flag criteria and at least 6 of the 9 remaining criteria by the final assessment. In addition, the student must achieve “Intermediate Performance” on all remaining criteria
- D. Any criteria less than “Intermediate Performance” will constitute failure of the Clinical Affiliation

Evaluation:

Evaluation will consist of CPI score, Clinical Site Information Form (CSIF), and Professional Correspondence. The CPI score will be weighted at 89% of the course grade. CSIF completion will be weighted 8% of the course grade. Professional Correspondence will be weighted at 3% of the course

grade. Written Professional Correspondence will take the form of a Thank You note at the end of the clinical experience.

Grading Scale: A = 93.0 – 100%
 B = 85.0 – 92.9%
 C = 77.0 – 84.9%
 F = 76.9% and below-This constitutes failure of a Clinical Affiliation. See Policy

III. PTHA 252, Clinical Education III

- A. To receive a 100 on the CPI:
1. The student must have no instances of unprofessional behavior, or clinical concerns. This includes completing all time sheets as outlined and completing in a timely fashion during clinical
 2. The student must achieve “Entry Level Performance” on criteria by the final assessment to pass this course.

Evaluation:

Evaluation will consist of CPI score, Presentation, Clinical Site Information Form (CSIF), and Professional Correspondence. The CPI score will be weighted at 77% of the course grade. Presentation done at the Clinical site with inservice grading sheets and copies of the handouts submitted to the ACCE, will be weighted at 12% of the course grade. CSIF completion will be weighted 8% of the course grade. Professional Correspondence will be weighted at 3% of the course grade. Written Professional Correspondence will take the form of a Thank You note at the end of the clinical experience

Grading Scale: A = 93.0 – 100%
 B = 85.0 – 92.9%
 C = 77.0 – 84.9%
 F = 76.9% and below-This constitutes failure of a Clinical Affiliation.

IV. If the PTA student fails to meet the minimum required level of performance for clinical education as stated in the grading criteria, the following will occur:

At the conclusion of the clinical education affiliation in which the student failed to achieve the minimum required performance standard, a meeting will be initiated by the ACCE and include the program student, Clinical Instructor, CCCE (if applicable) to discuss if remediation would be warranted. If the involved parties determine additional clinical education would allow for the student to meet the required standard, additional time may be allowed, if all parties agree, under the following conditions: (Clinical weeks based on 40 hours per week)

1. Additional time required to meet the minimum required standard must not exceed 20% of the length of the initial CE. e.g., A three (3) week clinical will be granted no more than 24 hours to achieve the minimum standard. A six (6) week clinical will be granted no more than 48 hours to achieve the minimum standard of competency. Schedule of additional hours will be coordinated between all interested parties and MUST be completed before being allowed to continue in any other PTHA courses.
2. Student must achieve the minimum required standard for the clinical education in the time frame allowed. Should the student fail to achieve the minimum required standard in the allotted time frame, they will receive a grade of “F” for the course.
3. ALL parties, ACCE, CI, and student MUST agree that additional time would be effective and yield desired results.
4. If the ACCE and CI determine the student would not be able to achieve desired results in the specified time frame, an additional meeting will be scheduled to include the Program Director.

If at the conclusion of this meeting, the ACCE, CI and PD all determine additional clinical time is not warranted, the student will receive a grade of "F" for the course.

F. Clinical Education Attendance

Policy

- I. Clinical Affiliation Requirements
 - A. Experience for all clinical affiliations must total
 1. a minimum of 15 weeks and
 2. a minimum of 600 hours
 - B. Students are required to
 1. work the days and hours of his/her assigned facility and
 2. complete the entire length of the scheduled clinical regardless of the number of hours completed on the previous or current affiliation
 - C. Clinical education affiliations requirements include:
 1. PTHA 232 Clinical Education I = minimum of 3 weeks and 120 hours
 2. PTHA 250 Clinical Education II = minimum of 6 weeks and 240 hours
 3. PTHA 252 Clinical Education III = minimum of 6 weeks and 240 hours
- II. Absences
 - A. When absence is unavoidable, the student is responsible for notifying the Academic Coordinator of Clinical Education and the CI prior to the start of the work day. The student is also responsible for rescheduling all missed time with their CI.
 - B. Absence resulting from serious personal trauma, such as the serious illness of self, serious illness or death of an immediate family member will be addressed on an individual basis.
- III. Tardiness
 - A. When tardiness is unavoidable, the student is responsible for notifying the Academic Coordinator of Clinical Education and the CI prior to the start of the work day. The student is also responsible for rescheduling all missed time with their CI.
 - B. Episodes of tardiness will be addressed by the CI beginning with the first instance. Repeated instances will be addressed by the Academic Coordinator of Clinical Education.
 - C. Excessive tardiness (≥ 3 instances) may result in a failure of the clinical affiliation

Procedure

- I. Documentation of Clinical Affiliation Requirements
 - A. Days and hours worked will be kept on the Clinical Education Hours Log. The log requires signatures of both the student and the CI and are totaled at the conclusion of the clinical education.
 - B. Absences are to be documented in the "Absences" section of the Clinical Education Evaluation Tool with signatures of both the student and the CI are required at the conclusion of the affiliation.
- II. Absences
 - A. When absence is unavoidable, the student is responsible for notifying the Academic Coordinator of Clinical Education and the CI prior to the start of the work day. The student is also responsible for rescheduling all missed time with their CI.
 1. Absence resulting from serious personal trauma, such as the serious illness of self, serious illness or death of an immediate family member will be addressed on an individual basis.
 2. No clinical affiliation will be considered complete until all missed clinical time is made up.
- III. Tardiness
 - A. When tardiness is unavoidable, the student is responsible for notifying the Academic Coordinator of Clinical Education and the CI prior to the start of the work day. The student is also responsible for rescheduling all missed time with their CI.
 - B. Episodes of tardiness will be addressed by the CI beginning with the first

instance. Repeated instances will be addressed by the Academic Coordinator of Clinical Education.

- C. Excessive tardiness (≥ 3 instances) may result in a failure of the clinical affiliation

G. Dress & Hygiene

Policy

I. Dress Code

- A. Personal appearance should convey professionalism at all times. Students are to comply with the dress code of his/her facility. Attire should contain no rips, holes or stains, no low rise pants and no mid-drift shirts. Students should also wear low heeled, closed toe shoes with rubber soles.
- B. During clinical affiliations, a student is only permitted to wear wedding rings, a watch, and small post earrings. Students cannot wear hoop or dangling earrings, necklaces, bracelets, facial piercings/studs and/or tongue studs.
- C. Students with hair longer than shoulder length must keep his/her hair tied back at all times.
- D. New River student IDs must be worn at all times during clinical affiliations

III. Hygiene

- A. Hands are to be kept clean and fingernails are not to extend beyond the fingertips.
- B. Body odor, bad breath, visible dirtiness, cigarette odor and strong perfumes or aftershave will not be tolerated.
- C. Visible tattoos containing lewd or offensive pictures, words or phrases must be covered at all times during didactic, laboratory and practical examinations.

Procedure

I. Dress and Hygiene

- A. The Clinical Instructor will address the student at which time the student must immediately rectify. If the student is unable to immediately rectify the issue, he/she will be dismissed from the facility and the student will receive an absence for the day.
- B. Each episode is considered an incidence. The CI and/or CCCE will determine the best way to address repeated incidences per facility policies and procedures as well as contact the ACCE as they deem necessary.

H. Patient Right to Refuse

Policy

Patients at any facility, at any time, have a risk-free right to treatment a by a physical therapist assistant student or from participating in the clinical education of a physical therapist assistant student.

Procedure

- I. Clinical Instructors are responsible for asking the patient for permission for the student to
 - A. observe the treatment session or
 - B. participate in the physical therapy interventions with the patient
- II. Students are responsible for
 - A. introducing themselves to the patient
 - B. identifying themselves as a physical therapist assistant student from New River Community and Technical College
 - C. asking for permission to work with the patient

I. Competency or Safety Concerns

Policy

Concerns regarding student competency or safety will be reported to the Academic Coordinator of Clinical Education immediately by the CCCE or CI.

Procedure

- I. Receipt of concern regarding student competency or safety will result in:

- A. A meeting will be scheduled with the student, CI, CCCE and the Academic Coordinator of Clinical Education in a timely manner dependent on the severity of the situation.
 - B. Any changes in the way the clinical experience is conducted and/or solutions to the areas of concern are the discretion of the Academic Coordinator of Clinical Education, CCCE and/or CI and will be implemented immediately.
 - C. The meeting is documented and signed by all in attendance parties.
 - D. Should the CI/CCCE and Academic Coordinator of Clinical Education feel that the student should not continue at that facility, the following will occur:
 - 1. the student will be removed
 - 2. the student will be remediated in the area(s) of concern
 - 3. the student will be required to restart the clinical education course at another facility.
- II. A second report of concern regarding competency or safety will result in dismissal from the program
- A. students dismissed from the program for competency or safety concerns must following the re-application process if desired

J. Failure of a Clinical Affiliation

Policy

No student may progress in the program following failure of a clinical education affiliation.

Procedure

- I. In the event that a student fails an off-campus clinical affiliation, the following step will be implemented:
 - A. The student will attend remediation sessions with the appropriate faculty member until he/she demonstrates competency as determined by the Academic Coordinator of Clinical Education and Program Director.
 - B. Progression in clinical affiliations will be as follows:
 - 1. PTHA 232 Clinical Education I
 - a. the student will not be permitted to continue in the didactic or clinical portions of the program.
 - b. failure of PTHA 232, Clinical Education I, will require the student to apply for re-entry if desired
 - 2. PTHA 250 Clinical Education II
 - a. the student will be remediated in the area(s) of deficiency,
 - b. the student will be placed in an alternate facility beginning at the time when other classmates are beginning PTHA 252 Clinical Education III,
 - c. the student must successfully complete PTHA 250, Clinical Education II before they may progress to PTHA 252, Clinical Education III
 - d. the student will begin PTHA 252 one (1) week after successful completion of PTHA 250
 - 3. PTHA 252 Clinical Education III
 - a. the student will be remediated in the area(s) of deficiency
 - i. the student must demonstrate competency in the area(s) of deficiency before he/she will be eligible to return to a clinical facility
 - b. the student will be placed in a different facility than the original
 - i. the clinical affiliation will begin when the ACCE is able to confirm a slot.
- II. Second failure of a clinical affiliation will result in dismissal from the program.
 - A. Re-entry after failure of a second clinical is not an option.

K. Completion of Clinical Education Requirements

Students must complete clinical education requirements within one (1) year of completion of the didactic portion of the program. Students that do not meet this requirement must follow the policy and procedure for program re-application.

L. Ethical Behavior and Expectations of Students

Conduct In a Clinical Facility

1. All student's in the program are required to become student members of the American Physical Therapy Association (APTA) and, in so doing, will be held to the Standards of Ethical Conduct for the Physical Therapist Assistant.
2. All students must follow the conduct policies of each affiliation site where they are placed.
3. Cell phones will be placed on silent (not vibrate) during the hours of the clinical affiliation. Cell phone calls, texting, and any other form of communication that can be performed through a service provider data plan are only permitted during scheduled breaks and at lunch.
4. Clinical Instructors, Clinical Coordinators of Clinical Education or facility administration have the right to ask any student who displays inappropriate behavior to leave the facility. They also have the right to deny the student to complete his/her affiliation. Students who are denied re-admission to a facility will receive an "F", will be required to re-register for the affiliation, and will incur all tuition and fees associated with repeating the course.

M. Unprofessional Behavior of a Student

Policy

Unprofessional behavior includes, but is not limited to, excessive tardiness, unexcused absences, inappropriate dress, excessive make-up or perfume, failure to maintain personal cleanliness, inappropriate conduct with clinical staff and/or patients, etc.

Procedure

In the event of repeated unprofessional behavior the following procedures will be implemented.

- 1st Offence: the student will be required to meet with the Clinical Instructor and the student will receive a **verbal** warning from the Academic Coordinator of Clinical Education.
- 2nd Offence: the student will be required to meet with the Academic Coordinator of Clinical Education and will be issued a **written** warning; the meeting will be documented and signed by all parties in attendance.
- 3rd Offence: the student will be required to meet with the Academic Coordinator of Clinical Education and the Program Director and will be **dismissed from the PTA program**. Determination of dismissal is the sole discretion of the Program Director.

N. Unprofessional Behavior of CCCE, CI or Clinical Staff

Policy

Unprofessional behavior includes, but is not limited to, inappropriate, derogatory, and/or berating comments, physical contact, ethical, illegal and/or immoral actions by a member of clinical faculty or staff during a clinical affiliation.

Procedure

In the event of any one or more of the above instances of unprofessional behavior by a member of clinical faculty or staff, the PTA student is to perform the following procedures immediately:

1. use mature and professional judgment to determine the severity of the situation
2. document the incident **in detail**
3. discuss incident with clinical instructor unless the CI is the individual in question;
4. if clinical instructor's behavior is in question, discuss with the CCCE, clinical facility manager or director

5. immediately telephone the Academic Coordinator of Clinical Education or Program Director to inform them of the incident

O. Complaints Regarding Unprofessional Behavior of a Current Student by the CCCE, CI, Facility Staff, Patient, or Other Member of the Public

Policy

Unprofessional behavior includes, but is not limited to, inappropriate, derogatory, and/or berating comments, physical contact, ethical, illegal and/or immoral actions by a member of clinical faculty or staff.

Procedure

Level One:

The complaint is to be addressed immediately by the Academic Coordinator of Clinical Education with notification to the Program Director and Vice President for Academic Affairs for New River Community and Technical College. A meeting with the Academic Coordinator of Clinical Education and individual filing the complaint will be scheduled followed by a meeting including the Director of Clinical Education and the student named in the complaint. Each meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the Program Director's office with copies also given to the individual filing the complaint, the student named in the complaint and the Vice President of Academic Affairs for New River Community and Technical College.

Level Two:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Academic Coordinator of Clinical Education/Program Director, he/she will be directed to the Vice President of Academic Affairs. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filing the complaint, and the student named in the complaint and the Vice President for Academic Affairs for New River Community and Technical College.

Level Three:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Vice President of Academic Affairs, he/she will be directed to the office of the Vice President for Academic Affairs. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filing the complaint, and student named in the complaint the Vice President of Academic Affairs, and Chief Academic Officer/Vice President of New River Community and Technical College.

Level Four:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Executive Vice President/Chief Academic Officer, he/she will be directed to the Office of the President of New River Community and Technical College. The meeting will be documented and signed by all parties in attendance. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filing the complaint, student named in the complaint, and the President of New River Community and Technical College .

Level Five:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Chief Academic Officer/Vice President, he/she will be directed to the Office of the President of New River Community and Technical College. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and

date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filling the complaint, and student named in the complaint.

P. Legal Complaints Regarding a Current Student by the CCCE, CI, Facility Staff, Patient, or Other Member of the Public

Policy

1. Individuals contacting the program with a complaint regarding a licensed program graduate will be provided contact information for the state board(s) in which the graduate is licensed.
2. Individuals contacting the program with a complaint regarding the Program in general or any PTA Program Faculty member or staff that falls outside of due process, will be directed to that individuals direct supervisor.
3. The PTA program will in no way retaliate for any individual submitting a complaint.
4. All complaints will be filed and kept in the PTA program faculty office.
5. **Avenues to address complaints is located on the PTA program website and is available to the general public.**

Procedure

Level One:

The complaint is to be addressed immediately by the Academic Coordinator of Clinical Education with notification to the Program Director and Vice President for Academic Affairs for New River Community and Technical College. A meeting with the Academic Coordinator of Clinical Education and individual filling the complaint will be scheduled followed by a meeting including the Academic Coordinator of Clinical Education and the student named in the complaint. Each meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the Program Director's office with copies also given to the individual filling the complaint, the student named in the complaint and the Vice President of Academic Affairs for New River Community and Technical College.

Level Two:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Academic Coordinator of Clinical Education/Program Director, he/she will be directed to the Vice President of Academic Affairs. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filling the complaint, and the student named in the complaint and the Vice President for Academic Affairs for New River Community and Technical College.

Level Three:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Vice President of Academic Affairs, he/she will be directed to the office of the Executive Vice President for Academic Affairs. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filling the complaint, and student named in the complaint the Vice President of Academic Affairs, and Chief Academic Officer/Vice President of New River Community and Technical College.

Level Four:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Executive Vice President/Chief Academic Officer, he/she will be directed to the Office of the President of New River Community and Technical College. The meeting will be documented and signed by all parties in attendance. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the

Program Director with copies also given to the individual filling the complaint, student named in the complaint, and the President of New River Community and Technical College .

Level Five:

If the individual filing the complaint is not satisfied with the outcome of the meeting with the Chief Academic Officer/Vice President, he/she will be directed to the Office of the President of New River Community and Technical College. The meeting will be documented and must include the names of all in attendance, detailed information regarding the complaint, the ensuing discussion and the outcome or actions that will occur. All attendees must sign and date the documentation. A copy of this documentation will be placed on file in the office of the Program Director with copies also given to the individual filling the complaint, and student named in the complaint.

Q. Complaints Received Regarding a Program Graduate

Policy

1. Individuals contacting the program with a complaint regarding a licensed program graduate will be provided contact information for the state board(s) in which the graduate is licensed. Complaints may also be filed directly to the Commission on Accreditation in Physical Therapy Education (CAPTE) at 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: <http://www.capteonline.org>.

Appendix A

CATEGORY	DEFINITIONS
Performance Dimensions	
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	
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	<p>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.</p> <p>At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection.</p> <p>The student consults with others to resolve unfamiliar or ambiguous situations.</p> <p>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.</p>
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Appendix B

Program Sequence and Plan of Study

First Semester

ENGL 101	Composition	3.0 Credits
PSYC 103	General Psychology	3.0 Credits
BIOL 231	Anatomy & Physiology I	3.0 Credits
BIOL 233L	Anatomy & Physiology Lab	1.0 Credits
MATH 109	Algebra	3.0 Credits
MAST 105	Medical Terminology	3.0 Credits
	<i>Total Semester Credits</i>	<i>16.0 Credits</i>

Second Semester

ENGL 102	Research	3.0 Credits
BIOL 232	Anatomy & Physiology II	3.0 Credits
BIOL 234L	Anatomy & Physiology II Lab	1.0 Credits
BIOL 205	Kinesiology	3.0 Credits
BIOL 206L	Kinesiology Lab	1.0 Credit
MAST 109	Pharmacology for Medical Assistants	3.0 Credits
	<i>Total Semester Credits</i>	<i>14.0 Credits</i>

Third Semester

PTHA 220	Patient Care Skills	2.0 Credits
PTHA 220L	Patient Care Skills Lab	1.0 Credit
PTHA 222	Observations & Measurements	2.0 Credits
PTHA 222L	Observations & Measurements Lab	1.0 Credit
PTHA 226	Therapeutic Modalities	2.0 Credits
PTHA 226L	Therapeutic Modalities Lab	1.0 Credit
PTHA 230	Pathologic Conditions	3.0 Credits
PTHA 232	Clinical Education I	3.0 Credits
	<i>Total Semester Credits</i>	<i>15.0 Credits</i>

Fourth Semester

PTHA 234	Neurology & Pediatrics	3.0 Credits
PTHA 234L	Neurology & Pediatrics Lab	1.0 Credit
PTHA 236	Orthopedics	3.0 Credits
PTHA 236L	Orthopedics Lab	1.0 Credit
PTHA 238	Rehabilitation	3.0 Credits
PTHA 238L	Rehabilitation Lab	1.0 Credit
PTHA 240	PTA Seminar	2.0 Credits
	<i>Total Semester Credits</i>	<i>14.0 Credits</i>

Fifth Semester

PTHA 250	Clinical Education II	5.0 Credits
PTHA 251	Capstone	2.0 Credits
PTHA 252	Clinical Education III	5.0 Credits
	<i>Total Semester Credits</i>	<i>12.0 Credits</i>

Total Credit Hours for Associate Degree 71.0 Credits

Program Course Descriptions by Semester

The below course descriptions are indicated so that Clinical Instructors can reference what courses a student has completed prior to each clinical. This will assist you with identifying areas that have been covered in class at each point. The course descriptions for each clinical has been highlighted for easy reference as well.

Fall – 1st PTHA Semester

PTHA 220: Patient Care Skills (2-0-2): Introduction to physical therapy patient care including documentation, data collection, gait training, assistive device fitting and training, wheelchair mobility, collection of vital signs and anthropometric measurements, positioning, transfers, infection control and body mechanics.

PR: PTA program admission. CR: PTHA 220L

PTHA 220L: Patient Care Skills Lab (0-2-1): Observation and Practice of introductory physical therapy laboratory skills including documentation, data collection, gait training, assistive device fitting and training, wheelchair mobility, collection of vital signs and anthropometric measurements, positioning, transfers, infection control and body mechanics. Laboratory skills coincide with lecture in PTHA220.

PR: PTA program admission. CR: PTHA 220

PTHA 222: Observations and Measurements (2-0-2). Introduction to data collection tools utilized to assist the physical therapist with assessment of the musculoskeletal system including goniometric measurements, manual muscle testing, palpation, postural assessment, pain, and sensation. Introduction to the effects of therapeutic exercise, progression and modification, along with review of function and structure of the musculoskeletal system.

PR: PTA program admission

CR: PTHA 222L

PTHA 222L: Observations and Measurements Lab (0-2-1). Observation and practice of basic laboratory skills and data collection including goniometric measurements, manual muscle testing, palpation, postural assessment, and pain scale application and sensation testing. Students will also demonstrate competency in the application of therapeutic exercise and patient progression and/or modification based upon desired response.

PR: PTA program admission

CR: PTHA 222

PTHA 226: Therapeutic Modalities (2-0-2). Introduction to the theoretical basis of physical agents utilized in physical therapy to facilitate healing, pain management, and functional training. Students will demonstrate knowledge of indications, precautions and contraindications for physical agents and appropriately applied therapeutic exercise to achieve desired results. Patient care scenarios and simulations are utilized in the instruction for this course.

PR: PTA program admission

CR: PTHA 226L

PTHA 226L: Therapeutic Modalities Lab (0-2-1). Observation and practice of the application of physical agents in physical therapy used to facilitate healing, pain management, and functional training, demonstrating knowledge of indications, precautions and contraindications for physical agents and therapeutic exercise treatments. Students will serve as mock patients to be able to develop competency in the application of physical agents.

PR: PTA program admission

CR: PTHA 226

PTHA 230: Pathologic Conditions (3-0-3): In-depth study of the pathogenesis of human diseases, presented at a systems level and includes the etiology, prognosis, signs, symptoms and possible therapeutic interventions for those conditions encountered in physical therapy.
PR: PTA program admission.

PTHA 232: Clinical Education I (0-3-3): Students are assigned to physical therapy clinical sites for a full-time three (3) week period where they will work under the direct supervision of a licensed physical therapist or physical therapist assistant. Emphasis will be on implementing previously learned skills and the knowledge acquired in all previous PTHA coursework, including professional behavior, communication, documentation, therapeutic exercise, data collection, manual muscle testing, goniometric measurements, modality application, gait training, positioning, infection control, assistive device fitting and training, transfers, wheelchair measurements, vital signs collection and recognition of emergent conditions.
PR: All previous completed coursework with a grade of "C" or better.

Spring – 2nd PTHA Semester

PTHA 234: Neurology & Pediatrics (3-0-3): Advanced course covering neurologic conditions encountered in physical therapy across the age spectrum, including pediatric conditions. This course integrates previously learned skills/techniques and introduces new skills/techniques into comprehensive rehabilitation for neurologic disorders.
PR: all previously completed PTHA courses with a grade of "C" or better. CR: PTHA 234L

PTHA 234L: Neurology & Pediatrics Lab (0-2-1): Advanced lab course implementing previously learned physical therapy skills/techniques with instruction in new skills/techniques applicable for the neurologically impaired patient across the age spectrum and for pediatric conditions.
PR: all previously completed PTHA courses with a grade of "C" or better. CR: PTHA 234

PTHA 236: Orthopedics (3-0-3). Advanced course covering various orthopedic conditions and disorders commonly seen in physical therapy across the age spectrum including current medical management and physical therapy treatment. This course integrates previously learned skills/techniques and knowledge introduces new skills into comprehensive rehabilitation for orthopedic disorders/conditions.
PR: All previously completed PTHA courses with a grade of "C" or better.
CR: PTHA 236L

PTHA 236L: Orthopedics Lab (0-2-1). Advanced lab course implementing previously learned physical therapy skills/techniques with instructions in new skills/techniques applicable for the orthopedically impaired patient across the age spectrum.
PR: All previously completed PTHA courses with a grade of "C" or better.
CR: PTHA 236

PTHA 238: Rehabilitation (3-0-3). Advanced course covering conditions commonly seen in physical therapy across the continuum of care from acute care to outpatient therapy. Addresses areas related to cardio pulmonary issues, wound care, home management, work hardening, home health setting, skilled nursing, inpatient rehab, and return to work. This course integrates previously learned skills/techniques and introduces new skills and knowledge into comprehensive rehabilitation for a variety of conditions.
PR: All previously completed PTHA courses with a grade of "C" or better.
CR: PTHA 238L

PTHA 238L: Rehabilitation Lab (0-2-1). Advanced lab course implementing previously learned physical therapy skills/techniques with instructions in new skills/techniques applicable for a variety of conditions.

This includes hands-on application of treatments related to cardio pulmonary issues, wound care, home management, work hardening, home health setting, skilled nursing, inpatient rehab, and return to work.
PR: All previously completed PTHA courses with a grade of “C” or better.
CR: PTHA 238

PTHA 240: PTA Seminar (2-0-2). Students will expand upon critical thinking skills and further develop the ability to read, analyze, interpret professional literature, and educate peers in physical therapy topics. Students will also take two online mock NPTE, PEAT examinations, to determine current strengths and weaknesses which allows the students and PTA instructors to focus on areas in need of further development. Course will be taught through discussion, debate, literature reviews, critical thinking exercises, group presentations and two online, timed PEAT examinations.
PR: All previously completed PTHA courses with a grade of “C” or better.

Summer – 3rd PTHA Semester

PTHA 250: Clinical Education II (0-5-5). Students are assigned to physical therapy clinical sites where they work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant. This is a mid- level clinical affiliation provided over a six week time frame. This will provide the student the opportunity to put the knowledge and skills learned in all previous classroom and laboratory courses into practice in a clinical setting.
PR: All previously completed PTHA courses with a grade of “C” or better.

PTHA 251: Capstone Seminar (2-0-2). Licensure application through the state board in which the student wishes to practice, registration with the Federation of State Boards of Physical Therapy (FSBPT) and preparation for the National Physical Therapy Assistant Examination (NPTE) through participation in a licensure preparatory course.
Additional fees apply.
PR: All previously completed PTHA courses with a grade of “C” or better.

PTHA 252: Clinical Education III (0-5-5). Terminal clinical affiliation where students are assigned to physical therapy clinical sites for a six-week period, where they work under the direct supervision of a licensed physical therapist or licensed physical therapist assistant. The students will apply all previously learned knowledge and skills from all classroom and laboratory courses into clinical practice. Students will also expand upon previous knowledge to be able to function as entry-level physical therapy assistants.
PR: All previously completed PTHA courses with a grade of “C” or better.