

***Orange County Community College***

[**www.sunyorange.edu**](http://www.sunyorange.edu)

**Physical Therapist Assistant**

**Clinical Education Manual**

The Physical Therapist Assistant Program at Orange County Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: [http://www.capteonline.org](http://www.capteonline.org/). If you need to contact the program/institution directly, please call 845-341-4290 or email maria.harjes@sunyorange.edu.



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**Introduction**

Physical Therapist Assistant Program students at Orange County Community College have enrolled in the curriculum with the goal of completing training to sit for the national physical therapist assistant examination (NPTAE) in order to seek employment to work as a professional licensed physical therapist assistant (PTA). As such, they have committed themselves to become a skilled health care professional prepared to work under the guidance and supervision of a physical therapist. They will ultimately provide direct patient care services under the direction of a supervising Physical Therapist for the restoration of function, alleviation of pain, and prevention of physical impairment which are the ultimate goals of the profession of physical therapy.

This handbook has been designed to serve as a quick reference to the PTA student and to the Site Coordinator of Clinical Education (SCCE) & Clinical Instructor (CI) regarding their responsibilities in preparation for and during the clinical education portion of the Orange County Community College PTA Program. It should assist all constituents in clarifying the clinical education policies of this program.

Each PTA student is responsible for observing all the rules as stated in the Orange County Community College Catalog and Student Handbook (see Appendix). In addition, this manual will specify the rules of behavior required while they are enrolled in the PTA curriculum pertaining to clinical education policies and procedures. The rules are considered in effect while at all clinical sites. When a student from Orange County Community College is present at a clinical site, that facility is considered part of the college. The rules and regulations stated in this manual represent a contractual agreement between Orange County Community College and the PTA student from the time of first class attendance to their final exit interviews from the program. Failure to comply with these rules and regulations will affect student evaluations and can result in dismissal from the PTA program.

Both PTA students and SCCEs & CIs are encouraged to question the Academic Coordinator of Clinical Education (ACCE) for clarification or elaboration when questions or concerns arise regarding any aspects of this clinical education program. The mutual goal of the Orange County Community College faculty and its clinical education constituents, students & SCCEs/CIs, is the successful completion of this program.

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**Orange County Community College’s Vision, Mission, Values and Goals**

**Vision**

Orange County Community College will be an exemplary community college transforming lives through academic excellence, innovation and partnerships.

**Mission**

We are a community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities that foster lifelong learning.

**Values**

To fulfill the mission and vision of the College, we are committed to:

* Excellence
* Integrity
* Inclusivity
* Inquiry
* Creativity
* Collaboration
* Stewardship

**Goals**

To fulfill its mission, the College has established the following goals:

1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.

2. To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.

3. To establish public and private partnerships and provide programs and services that support and serve our county’s educational, economic, civic and cultural needs.

4. To promote student growth and development by providing comprehensive and innovative academic and support services.

5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.

6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.

7. To identify, secure and allocate resources that advance the strategic priorities of the

College.

**Equal Opportunity/Affirmative Action**

Orange County Community College is an equal opportunity/affirmative action institution. In accordance with Federal regulations, the New York State Human Rights Law and Section 504 of the Rehabilitation Act of 1973, Orange County Community College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates.

All employees and students are responsible for ensuring a work and educational environment free from prohibited discrimination and harassment. Employees and students are encouraged to report violations of this Policy to the Civil Rights Compliance Officer, Human Resources Department, at (845) 341-4662.

**Orange County Community College Physical Therapist Assistant Program’s Mission, Philosophy, and Outcomes & Goals**

**Mission**

Orange County Community College Physical Therapist Assistant Program strives to recruit and admit a full class of qualified candidates from our community; to provide each student with an enriching educational experience; to enhance and to deepen the appreciation of our diversified culture. Our faculty seeks to instill personal commitment of the students to graduate, ready their ability to obtain employment, and establish their place within the health care system.

**Philosophy**

The Orange County Community College Physical Therapist Assistant Department bases its educational approach on the vision and values of the greater college. It is the philosophy of our department to embrace the culturally diverse population encountered in the community college setting fostering a caring and supportive environment based on mutual respect and integrity between faculty to student, and student to student. We strive to provide excellence in PTA education and are committed to maintaining the educational standards set forth by the American Physical Therapy Association (APTA). This is accomplished by providing an enriching and nurturing environment populated by faculty, staff and students, diverse and multicultural, offering a mixture of both professional and life experiences.

The faculty members, staff and clinical educators of Orange County Community College Physical Therapist Assistant Department make every effort to acknowledge, respect and accommodate every type of learning, style of learner, and stage of learning ensuring that all students receive a challenging and rewarding academic, clinical and intellectual experience. We recognize that the student population contains an assortment of individuals who span various age groups, cultural backgrounds, and value systems. We are committed to providing all students with appropriate professional role modeling with the intention to promote the importance the PTA possesses in the connection with the PT and their patients/clients. Our focus is on lifelong commitment to the profession, dedication to the surrounding communities and personal career development. Our intention is to instill the value which the PTA brings to the PT and his/her patient/client.

**Outcomes & Goals**

Students will:

1. Possess entry-level skills as determined by the Commission on Accreditation in Physical Therapy Education.

2. Be able to work under the direction and supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner becoming an integral member of the healthcare team.

3. Demonstrate appropriate critical thinking and problem-solving skills in their role as a Physical Therapist Assistant.

4. Demonstrate an understanding of the New York State Education Law as it relates to the provision of Physical Therapy services.

5. Successfully complete the National Physical Therapy Exam for PTAs.

6. Develop the skills necessary to pursue lifelong learning needed for personal and professional growth.

7. Be aware of their responsibility to promote the profession through membership in the APTA, attending local and national meetings and conferences, and participation in community events.

Program/Faculty Goals:

1. Provide role modeling for relationships of PT/PTA and PTA/PTA;

2. Provide role modeling by full-time faculty/instructors in the pursuit of lifelong learning for personal and professional growth including but not limited to membership in the APTA, attending local and national meetings and conferences, and participation in community events;

3. Encourage faculty members’ development in both teaching and professional skills, so that they can continue to revise their courses and help in program evaluation and revisions;

4. Provide the student with a variety of clinical experiences in order that he/she may have an

 opportunity to practice the complete range/variations of competencies/skills included in our curriculum;

5. Provide the student with the opportunity to gain additional information on professional topics by making resources, on hand, readily available;

6. Continual ongoing program assessment to insure that all aspects of the program are kept up to date and appropriate.

**What is Clinical Education?**

Clinical education is a vital part of SUNY Orange’s PTA program. The many clinical partners, whom generously affiliate with SUNY Orange’s PTA program, provide a critically important supplement to the academic component. Through three clinical experiences, students have opportunities to integrate the academic material, apply their newly acquired clinical skills, practice problem solving, and perform documentation.

Coordination of the academic and clinical components requires careful communication between the ACCE, SCCE, CI and PTA student. Attention to detail is imperative for clinical experiences to run smoothly and to provide a supportive learning environment for the students. It is hoped that these materials found in this manual will help facilitate the communication, administration, and planning involved in the clinical education process. The materials are organized and presented in a manner intended to allow easy access and implementation by both students and the clinical faculty.

The long term relationships that exist between our PTA program and the clinical community are valued. Our students benefit greatly from their generosity, patience, and encouragement. The professional example our clinical partners provide is priceless and simply put, SUNY Orange PTA Clinical Education Program could not succeed without their assistance.

**Clinical Education Mission**

Orange County Community College Physical Therapist Assistant Clinical Education coursework’s purpose is to provide quality, supportive, ethical clinical education opportunities; where students will be afforded progressive clinical education by qualified physical therapists and physical therapist assistants; ensuring physical therapist assistant students skills advance to achieve entry-level competency to providing therapy to patients/clients in diverse healthcare settings according to plans implemented by and under the supervision of licensed physical therapists.

**Clinical Education Student Learning Outcomes**

The following list of specified student learning outcomes is based on the student’s academic sequence. Academic/laboratory competency is measured including but not limited to lecture examinations and laboratory practicals corresponding to the categories found in the *Academic Sequence Summary* (see labelled section of such). The CI may introduce interventions earlier then they are introduced in the academic setting dependent upon the clinical experience. Individual expectations of proficiency can then be based on academic and clinical exposure and performance.

Once the skill competencies are attained, the students must maintain competency in these skills for the duration of all of their clinical experiences. Upon completion of all clinical experiences, students are expected to be competent in the following areas (included are the *Commission on Accreditation in Physical Therapy Education Standards and PTA CPI Performance Criteria (PC#) Matched with Elements for PTA Programs* within the parentheticals):

1. Ethics, Values, and Responsibilities:
	1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (*7D1, PC#2*)
	2. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (*7D2, PC#2*)
	3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services. (*7D3, PC#2*)
	4. Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary. (*7D4, PC#2*)
		1. Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services. (7D4, PC#2)
		2. Exhibits conduct that reflects practice standards that are legal, ethical and safe. (7D4, PC#2)
	5. Perform duties in a manner consistent with APTA’s *Values Based Behaviors for the Physical Therapist Assistant*. (*7D5, PC#3*)
	6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (*7D6, PC#2*)
	7. Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (*7D7, PC#5*)
		1. Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner. (7D7, PC#5)
	8. Identify, respect, and act with consideration for patients’/clients’ differences (e.g., individual and cultural), values, preferences, and expressed needs in all professional activities. (*7D8, PC#4*)
	9. Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist. (*7D9, PC#4*)
	10. Identify basic concepts in professional literature including, but not limited to, validity, reliability, and level of statistical significance. (*7D10, PC#6*)
	11. Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist. (*7D11, PC#6*)
	12. Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver, or healthcare personnel. (*7D12, PC#5*)
		1. Educates others about the role of the physical therapist assistant. (*7D12, PC#5*)
	13. Participate in professional and community organizations that provide opportunities for volunteerism, advocacy, and leadership. (*7D13, PC#3*)
	14. Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students. (*7D14, PC#6*)
2. Patient/Client Management Screening:
	1. Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change). (*7D15, PC#7*)
	2. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient’s/client’s impairments, activity, and participation limitations. (*7D16, PC#13*)
3. Plan of Care:
	1. Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. (*7D17, PC#7*)
	2. Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care. (*7D18, PC#7*)
	3. Monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications. (*7D19, PC#7*)
	4. Report any changes in patient/client status or progress to the supervising physical therapist. (*7D20, PC#3*)
	5. Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant. (*7D21, PC#7*)
		1. Initiates clarification with the physical therapist. (*7D21, PC#7*)
	6. Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist. (*7D22, PC#14*)
4. Intervention:
	1. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:
		1. Airway Clearance Techniques: breathing exercises, coughing techniques, and secretion mobilization. (*7D23a, PC#12*)
		2. Application of Devices and Equipment: assistive/adaptive devices and prosthetic and orthotic devices. (*7D23b, PC#12*)
		3. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial, and deep thermal agents, traction, and light therapies. (*7D23c, PC#10*)
		4. Functional Training in Self-Care (activities of daily living) and in Domestic, Education, Work, Community, Social, and Civic Life. (*7D23d, PC#12*)
		5. Manual Therapy Techniques: passive range of motion and therapeutic massage. (*7D23e, PC#9*)
		6. Motor Function Training (balance, gait, locomotion, developmental activities, etc.). (*7D23f, PC#12*)
		7. Patient/Client Education (e.g., body mechanics, wheelchair management skills, etc.). (*7D23g, PC#12*)
			1. Participates in educating patients and caregivers as directed by the supervising physical therapist. (*7D23g, PC#12*)
			2. Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist. (*7D23g, PC#12*)
		8. Therapeutic Exercise including but not limited to aerobic conditioning, balance & coordination training, breathing exercises & coughing techniques, conditioning & reconditioning, posture awareness training, range of motion exercises, stretching exercises, and strengthening exercises. (*7D23h, PC#8*)
		9. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal. (*7D23i, PC#9*)
5. Test and Measures:
	1. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during, and after interventions) for the following areas:
		1. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise). (*7D24a, PC#1*)
		2. Anthropometrical Characteristics: measurements of height, weight, length, and girth. (*7D24b, PC#10*)
		3. Mental Functions: detect changes in a patient’s state of arousal, mentation, and cognition. (*7D24c, PC#1*)
		4. Assistive Technology: identify the individual’s and caregiver’s ability to care for the device; recognize changes in the skin condition and safety factors while using devices and equipment. (*7D24d, PC#1*)
		5. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility. (*7D24e, PC#1*)
		6. Integumentary Integrity: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue. (*7D24f, PC#9*)
		7. Joint Integrity and Mobility: detect normal and abnormal joint movement. (*7D24g, PC#9*)
		8. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone. (*7D24h, PC#9*)
		9. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions. (*7D24i, PC#10*)
		10. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations. (*7D24j, PC#7,13*)
		11. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities. (*7D24k, PC#8*)
		12. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device (e.g., goniometer). (*7D24l, PC#8*)
		13. Self-Care and Civic, Community, Domestic, Education, Social, and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community, and work environments; recognize level of functional status; administer standardized questionnaires to patients and others. (*7D24m, PC#1,12*)
		14. Ventilation, Respiration, and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms (e.g., cyanosis); describe thoracoabdominal movements (e.g., chest wall expansion and excursion) and breathing patterns with activity, and cough and sputum characteristics. (*7D24n, PC#12*)
	2. Complete accurate documentation that follows guidelines and specific documentation formats requires by state practice acts, the practice setting, and other regulatory agencies. (*7D25, PC#13*)
	3. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting. (*7D26, PC#1*)
6. Participation in Health Care Environment
	1. Contribute to efforts to increase patient and healthcare provider safety. (*7D27, PC#*1)
		1. Takes appropriate action in an emergency situation. (*7D27, PC#1*)
	2. Participate in the provision of patient-centered interprofessional collaborative care. (*7D28, PC#5*)
	3. Participate in performance improvement activities (quality assurance). (*7D29, PC#14*)
7. Practice Management
	1. Describe aspects of organizational planning and operation of the physical therapy services. (*7D30, PC#14*)
	2. Describe accurate and timely information for billing and payment purposes. (*7D31, PC#14*)

**PTA Program Course Sequence**

* \*Asterisk indicates program-required non-core courses
* Note: Support Module #PTA010 - "Clinical Applications for the PTA" is a 1 unit course which is intended to provide support for students taking first semester PTA program courses.
* Note: Support Module #PTA012 - "Kinesiology Support Module" is a 1 unit course which is intended to provide support for students taking second semester Kinesiology.
* The support module courses listed are optional and the credits are not applicable to the Associate Degree. They are provided to students to allow for organized review of presented materials.

1st Semester (Fall: First Year)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Credits** |
| ENG101\* | Freshman English I | 3 |
| BIO111\* | Anatomy & Physiology I | 4 |
| PTA101 | PTA I | 4 |
| PTA103 | Intro to Physical Therapy | 2 |
| PTA105 | Medical Conditions for the PTA | 3 |

2nd Semester (Spring: First Year)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Credits** |
| ENG102\* | Freshman English II | 3 |
| BIO112\* | Anatomy & Physiology II | 4 |
| PTA102 | PTA II | 4 |
| PTA104 | Kinesiology | 4 |
| PED 224 | Introduction to Exercise Principles | 2 |

3rd Semester (Fall: Second Year)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Credits** |
| PSY111\* | Introduction to Psychology | 3 |
| PED202\* | Basic Exercise Physiology | 3 |
| PTA201 | PTA III | 4 |
| PTA205 | Clinical Education I | 3 |
| PTA207 | Tests & Measurement Skills for the PTA | 4 |

4th Semester (Spring: Second Year)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Credits** |
| PSY220\* | Developmental Psychology | 3 |
| PTA202 | PTA IV | 4 |
| PTA206 | Clinical Education II | 3 |
| PTA208 | Contemporary Practice for the PTA | 3 |

SUMMER SESSION 1 (Summer: Second Year)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Credits** |
| PTA220 | Clinical Education III | 3 |
|   | **Total Program Credits:** | **66** |

**Clinical Education Course Sequence**

Clinical Education coursework is organized to reflect the breadth and depth of coursework students have received to date of initiation of each.

Clinical Education 1 is typically completed in an inpatient or in an outpatient setting, in no particular order. The 2nd Affiliation consists of the prior settings stated as well as the pediatric setting as relevant coursework has been initiated. The 3rd Affiliation includes all settings, with an option of neurological settings.

**Clinical Education 1: PTA 205 (3 credits) = 1st Affiliation\***

Duration: 15 weeks

Frequency: 2 days per week (full day Tuesdays & Thursdays)

When: Fall, 3rd Semester

**Clinical Education 2: PTA 206 (3 credits) = 2nd Affiliation\***

Duration: 15 weeks

Frequency: 2 days per week (full day Tuesdays & Thursdays)

When: Spring, 4th Semester

**Clinical Education 3: PTA 220 (3 credits) = 3rd Affiliation\***

Duration: 6 weeks

Frequency: 5 days per week (full day Monday thru Friday)

When: Summer following 4th Semester

**\***Types of affiliation settings include, but not limited to, hospitals, skilled nursing facilities, assisted living facilities, outpatient orthopedic clinics, pediatric facilities, acute rehabilitation hospitals, and home care agencies.

**Catalog Descriptions**

**PTA 205 – Clinical Education 1 3 credits (Fall)**

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studied.

**PTA 206 – Clinical Education 2 3 credits (Spring)**

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studies.

**PTA 220 – Clinical Education 3 3 credits (Summer)**

Students spend six weeks full time working in a clinical facility under the direction and supervision of a physical therapist. This externship provides a comprehensive clinical experience which allows the student to apply all skills acquired to date. The actual hours will be determined by the facility and may include evening hours.

**How does each clinical experience progress each student’s skills?**

Highlights of clinical experience progression from PTA 205 – Clinical Education 1 to PTA 220 – Clinical Education 3 include, but not limited to:

* improvements in student performance, from beginner-level to entry-level, in all categories found

within the PTA CPI.

* increased amounts of physical therapy interventions/applications applied
* advancing the plan of care established by a physical therapist
* managing an increased patient caseload
* advancing from part-time status (2x/wk) to full-time status (5x/wk) in a variety of clinical settings

**Clinical Site Selection**

Clinical education sites for all clinical experiences are selected based on the experiences the site can provide a student PTA, willingness of the site to work with students, the site’s past experiences in clinical education, availability of a PT for on-site supervision, qualifications of the site coordinator of clinical education (SCCE) and clinical instructor (CI), and location.

**The minimum qualifications for a CI are: 1) Current PT or PTA licensure, 2) at least one year of clinical practice, 3) and to have the willingness to work with a student. Note, a CI can be either a PT or PTA, with a PTA recommended.**

Some degree of clinical instructor training is preferred and encouraged. It is also preferred by the program that the clinical instructor possess high levels of motivation, strong interpersonal skills, a solid knowledge base about physical therapy, and the ability to help the student learn to apply knowledge in the treatment of patients. The ACCE will provide opportunities for training via orientation onboarding of new clinical instructors and recommendation of APTA CI Credentialing coursework.

**General Expectations of each PTA Student**

1. During the first 2 semesters of the PTA program the student will develop basic knowledge and skills in physical therapy to allow them to safely participate in the clinical treatment of patients under the close supervision of a clinical instructor.

2. The student will progress to two part-time (beginner & intermediate) and one full-time (terminal) clinical experience(s) in community physical therapy clinics during the third, fourth, and fifth semesters in the program. The ACCE makes his/her decision in keeping with the philosophy of the program that we wish to expose our students to as great a variety of clinical experiences as possible. Students are asked to complete a [Clinical Affiliation Preference List Form](../../PREFERENCE_FORM.docx) during the first semester in which they can indicate their first and second choices for a specialty such as pediatrics, sports, etc. An attempt will be made to place the student in at least one of his/her choices. The expectation of student performance and degree of supervision will progress from week to week, beginning with primarily observation and assisting to independently managing a caseload of patients by the final clinical affiliation. The student is responsible for all costs associated with the clinical experiences. This includes travel, lodging, meals, criminal background checks, drug screens, and any other costs that may be incurred.

4. The expectation of student performance and degree of supervision progresses with each clinical experience until the student is demonstrating entry-level skills, knowledge, and professional behaviors upon completion of the third clinical experience. The Clinical Instructor will be provided a copy of the CPI Expectations Form which outlines the proficiency level we expect each student to reach during various clinical affiliations.

5. The PTA Program will notify students electronically when substantial changes are made regarding clinical education design, policy, and/or procedures.

6. The ACCE with assistance by the Clinical Liaison will visit each clinical site while students are participating in their clinical experiences.

**Clinical Education Policies and Procedures**

**Clinical Education Definitions**

**Academic Coordinator of Clinical Education (ACCE):** The licensed physical therapist employed by the academic institution who plans, develops, supervises, organizes, facilitates, monitors, assesses, coordinates, and administers the clinical education component of the physical therapy curriculum. The ACCE serves as the liaison between the didactic and clinical components of the curriculum.

**Site Coordinator of Clinical Education (SCCE or Clinical Coordinator of Clinical Education (CCCE)):** The licensed physical therapist employed and designated by the clinical facility to direct, organize, coordinate, supervise, and evaluate the clinical education program in that facility. The SCCE’s primary role is to serve as a liaison between the academic institutions and the clinical facility.

**Clinical Instructor (CI):** The licensed physical therapist or physical therapist assistant employed by the clinical facility who is designated by the Site Coordinator of Clinical Education to instruct, mentor, supervise, and evaluate the physical therapist assistant students in the clinical education setting. The CI is involved with the daily responsibility and direct supervision of student clinical learning experiences.

**Clinical Education Faculty:** The individuals engaged in providing the clinical education components of the curriculum, referred to as either Site Coordinators of Clinical Education (SCCEs) or Clinical Instructors (CIs).

**Clinical Education Site/Facility:** The setting in which learning opportunities in clinical education are provided for physical therapist assistant students. The clinical education site may be a clinic, hospital, home, school, or other setting and is affiliated with the academic institution through a contractual agreement.

**Contractual Agreement (Affiliation Agreement, the “contract”):** The written document which defines the agreement made between the academic facility and the clinical education facility. This document outlines the rights and responsibilities of all parties.

**Clinical Site Information Form (CSIF):** The electronic/online document which is completed by the SCCE at the clinical education facility and provides information about the facility for the ACCE and students.

**Physical Therapist Assistant Clinical Performance Instrument (CPI):** The electronic/online document that is completed by the student and the CI to evaluate the student’s performance during the clinical experience.

**Clinical Education Sites**

A PTA Proctors List is maintained which contains all facilities that have current affiliation agreements with Orange County Community College. This list is utilized to generate mailings and facilitate communications with the SCCEs. The information is updated whenever a student, CI, or SCCE provides information of change to the ACCE. Additionally, Orange County Community College subscribes to the CSIF Web and encourages students to assist the SCCE in updating or initiating the CSIF on-line. Students may access this information on-line or access paper files in the ACCE office. Student evaluations of clinical sites and clinical instructors are reviewed and maintained in the ACCE office.

Potential new sites are contacted by the ACCE and contractual agreements are executed ([Checklist for Onboarding New Clinical Affiliation Sites](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CSUNY%20OCCC%20CE%20Manuals%5CChecklist%20for%20Onboarding%20New%20Clinical%20Affiliation%20Sites.docx)). New sites are provided with PTA program information and clinical education expectations are discussed with SCCEs and CIs. On-site visits, discussions with clinical faculty, and reviews by students, are used in determining the appropriateness of a site. A site will be removed from the PTA Proctors List if, in the opinion of the ACCE, the site does not meet the needs of the PTA program or students. In particular, the environment must provide appropriate variety of patients, ample learning opportunities, qualified clinical instruction, timely communications with the ACCE, and provide timely, thorough, and appropriate feedback to students regarding clinical performance.

The affiliation contract is periodically updated by the ACCE and/or the clinical site, reviewed & signed-off by the department chairperson of the PTA Program and the V.P. for Administration & Finance. Affiliation agreements are confirmed by the ACCE prior to any student being placed at a facility. This review is completed along with confirmation of other contractual components of the affiliation agreement, such as issuance of the liability insurance certificate, and student requirements for medical clearance and CPR certification.

**Professional Liability Insurance Coverage**

During clinical experiences, Orange County Community College students are covered for professional liability by a policy secured by the college. A certificate of coverage is sent directly to each clinical site prior to the start of each academic year, outlining coverage amounts as agreed upon in the affiliation agreement.

**Covid-19**

SUNY Orange has published its [Spring 2022 COVID-19 Response Plan](https://sunyorange.edu/covid-19/response-plan.html). The College continues to strive for a safe teaching and learning environment, even as new questions arise regarding the pandemic and the emergence of new variants of the COVID-19 virus. It is important to note that as guidance from our federal, state and local partners evolves, SUNY Orange’s response plan may need to be adjusted.

**Responsibilities of the Clinical Education Facility**

**Site Coordinator of Clinical Education (SCCE)**

The Site Coordinator of Clinical Education (SCCE) is the facility employee appointed to direct, organize, coordinate, supervise, and evaluate the clinical education program in that facility. The SCCE’s primary role is to coordinate with the ACCE and CI, serving as a liaison between the academic institution and the clinical facility. The SCCE is encouraged to refer to APTA guidelines in the Appendix, *Guidelines: Center (Site) Coordinators of Clinical Education HOD G06-93-29-52*. General responsibilities include:

1) Assigning a qualified clinical instructor to supervise the student and evaluate their performance.

2) Communication with ACCE regarding availability of clinical education experiences, scheduling of students, and site-specific requirements.

3) Communication directly with the student about site expectations and requirements.

4) Review of SUNY Orange Clinical Education Policies and Procedures and assist CI in implementation of these.

5) Informing ACCE of any incidents or situation that warrant involvement of the ACCE or any facility changes.

6) Providing or scheduling of a thorough orientation of the facility and student expectations.

7) Supervising the activities of the clinical instructors and students assigned to the clinical site.

8) Implementing activities that support clinical instructor skills as clinical educators.

9) Updating Clinical Site Information Form (CSIF) online.

10) Providing feedback to the ACCE about strengths and weaknesses of the academic program.

Specific detailed responsibilities include the following, but not limited to:

* Establish a liaison with the academic institution.
* Coordinate and arrange student's clinical education experiences at the affiliation site.
* Notify Academic Coordinator of Clinical Education (ACCE) of pre-clinical requirements, such as the need for drug screening or a background check and if student is responsible for the fees pertaining to obtaining this information.
* Complete the following forms for the academic institution: [Contractual Agreement](../../Contracts/Contract%20-%20PTA%20-%20Clinical%20Affiliation%20Sites.docx) and [Clinical Site Information Form (CSIF)](../Clinical%20Site%20Information%20Form%20%28CSIF%29.doc). Update these forms as required.
* Maintain records on clinical site and [PTA Student Evaluation of Clinical Experience and Clinical Instruction](../../2021%20CE1/Student%20Information/PTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc) and also information and correspondence related to clinical education.
* Provide overall student supervision which includes assigning the student to a clinical instructor ([Criteria for Selecting a Clinical Instructor](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CPTA%20Criteria%20for%20Selecting%20a%20Clin%20Instructor.doc)). Ensure that a licensed physical therapist is assigned to provide on-site supervision, not necessarily direct personal supervision. All clinical education sites must follow the dictates of their State Practice Act and reimbursement requirements.
* Encourage clinical instructor to attend orientation/training meetings on the role of a clinical instructor (CI) provided by the College, and assist in educating the CI about the content of the [PTA Clinical Performance Instrument (CPI)](../../2020%20CE3/SCCEs%20and%20CIs%20Information/PTA_CPI.docx)
* Attend annual Clinical Educators’ Meeting for faculty development and assist in formulating goals/activities for the following year; answer questionnaire following meetings to provide feedback to the academic institution.
* Arrange student hours in clinic so that the student does not work in excess of 40 hours/week for the Clinical Education III or in excess of 8 hours/day (not counting lunch) for Clinical Education I & II. In the happenstance that clinic is open less than 8 hours/day, please call ACCE to discuss alternatives, such as student attending extra clinic days.
* Delegate appropriate responsibilities to the clinical instructor.
* Share information with CI (as it pertains to student interaction/faculty development) from meetings, minutes of meetings, memos, PTA Student Evaluation of Clinical Experience & Clinical Instruction.
* Provide the student with a complete orientation, including:

 ‑ a tour of the facility and the physical therapy department

 ‑ introduction to staff

‑ review of pertinent policies and procedures, including discussion of:

 - HIPAA regulations, including protected health information/confidentiality

 - safety when dealing with body substances and hazardous materials

 - emergency procedures (i.e. code, fire)

 - security and evacuation procedures

 - access to emergency services

 - safety in the use of equipment in the clinical setting

 - informed consent

 ‑ discussion of the role of a physical therapist assistant at your particular facility

 ‑ discussion of your expectations for the student during the clinical experience

‑ the student should be given a [Facility - Student Orientation Form](Facility%20-%20Student%20Orientation%20Form%20%283%29.rtf) provided by the

College and completed by you (or use your own student manual or handbook)

 - discussion of mandatory case study or in-service, including due date

* Provide the student with a list of the Center's policies and procedures regarding patients', patients' families', and coworkers' rights, privileges, and safety procedures. Have the responsibility to preserve the privacy, dignity, and safety of all persons including patients/clients, patients’/clients’ families, students, academic and clinical faculty, practitioners, and supporting staff who are involved in the academic and clinical portions of the program.
* Inform the College if a change in staff creates a newly designated site coordinator of clinical education so that an orientation to the College PTA Program can be provided to the new SCCE.
* Submit an annual evaluation of the Physical Therapist Assistant Program
* Maintain student confidentiality (discussion of grade and/or student performance should be only with appropriate professional staff on a “Need-to-Know” basis); a student’s physical, if requested, should be shredded **immediately** upon student’s completion of his/her clinical affiliation.
* Participate in [PTA Employer Program Evaluation Survey](../../Employee%20Surveys/PTA%20EMPLOYER%20PROGRAM%20EVALUATION%20SURVEY%20%283%29.docx), if requested.
* Complaints can be provided to the College PTA Program from, but not limited to, any of the following; general public, students, clinical education patients, clinical sites, other departments within the college, and employers of graduates via the College PTA Program Complaint Form (see section of manual for policy, procedure, and form).
* 2:1 teaching model – 2 PTA Students: 1 Clinical Instructor. This educational method of supervision can occur where the clinical instructor is assigned 2 PTA students to supervise. Each student should have the ability to fulfill their clinical competencies and appropriate patient volume according to their clinical experience and setting.

**Clinical Instructor (C.I.)**

The clinical instructor (CI) is a licensed physical therapist or physical therapist assistant, employed by the clinical facility, appointed by the SCCE to provide direct supervision of the PTA student while engaged in the clinical experience. The CI must have a minimum of one year of clinical experience and a valid professional license as a PT or PT Assistant. Additionally, if the CI is a PTA, a physical therapist must be on site and available to assist at all times that the student is engaged in patient care. The CI is encouraged to refer to the *APTA Guidelines: Clinical Instructors HOD G06-93-28-52*. The general responsibilities of the CI include the following:

1) Review of SUNY Orange Clinical Education syllabus for each clinical experience.

2) Communication with the student regarding work schedule and hours.

3) Reinforce the clinic policies and procedures as outlined by the SCCE and the facility’s clinical education plan.

4) Orient the student to the facility, equipment, staff, patients, and day to day operations of the department.

5) Develop, in cooperation with the student, a plan, strategies, and goals spanning the duration of the clinical experience.

6) Communicate expectations and objectives clearly to the student in regards to patient care, documentation, billing, and more.

7) Communicate, to the ACCE and SCCE, any concerns, red flags, problems, incidents, or questions pertaining to the administration of the clinical education program.

8) Complete the student evaluation at mid-term and final in a timely manner, along with other documentation as appropriate, including comments to assist in student development.

9) Offer regular, constructive, and timely feedback to students regarding clinical performance and assist in development of student goals and strategies for improvement.

10) Maintain a safe work environment and adequate supervision of the student during patient care.

11) Plan learning experiences and hands-on opportunities to practice and utilize clinical skills appropriate to their level of training and experience.

12) Demonstrate professionalism, conduct, and clinical competence that models professional behavior for the student.

13) Arrange learning opportunities related to physical therapy that enhance the students understanding of the healthcare environment such as observation of surgery, diagnostic procedures, OT, Speech Therapy, discharge planning meetings, and more.

14) Complete and return the required documentation at the completion of the student clinical experience, including completion and sign-off on the PTA CPI Web.

Specific detailed responsibilities include the following, but not limited to:

* Attend orientation/training meetings to learn the role of a clinical instructor, [APTA Learning Center PTA Clinical Performance Instrument](https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/Customer_Support_and_Resources/Webinars_and_Downloads/CPI_Training_Files) to become familiar with the student evaluation form (CPI) and rating system.
* Continue to attend annual Clinical Educators' Meetings for faculty development and assist in formulating goals/activities for the following year; answer questionnaire following meetings to provide feedback to the academic center, including making suggestions for meeting topics and or college workshops.
* Review the [Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc) form sent from the academic center prior to contact with a newly assigned student. This form is meant to serve as a guideline for you to understand your role as a clinical instructor.
* Be aware of the student's amount of experience at each previous affiliation by reviewing the [Procedures Frequency Chart](../../Clin%20Ed%203%20Documents%20for%20CIs/Procedures%20Frequency%20Chart.docx) submitted prior to the student's affiliation. This information, in addition to the information contained in the [Student Introduction Form](../../Student%20Introduction%20Form.doc), is designed to be helpful in planning a meaningful customized learning experience. The Academic Sequence Summary (see section in this manual) can be found at the end of each syllabus. This will make you aware of the academic topics the student has had, is presently taking, and has not as yet had.
* Serve as an appropriate role model for the student.
* Provide own transportation to off-site satellites, home care patients, etc., students provide their own transportation to and from clinical sites as well. If a CI prefers to have a student ride with him/her during clinical hours and the student agrees, it is with the mutual understanding that in the event of an automobile accident, that the CI’s automobile insurance carrier is considered primary and the agency/facility that the CI is employed by would have secondary responsibility for liability for student injuries. CI is requested by student to sign a [Travel Consent Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CTravel%20Consent%20Form.pdf).
* Supervise the student who has been assigned to you appropriately for his/her level of clinical education. Discuss and demonstrate treatments and procedures with which the student may be unfamiliar to broaden his/her learning experience, including allowing the student hands‑on experience as soon as possible. If the clinical instructor teaches the student an assessment or treatment method that has not been presented or practiced in the academic setting, the clinical instructor is responsible for determining if and when the student should apply the method to a patient following the CI’s instruction to the student. Throughout the clinical affiliation, the CI will supervise the student adequately to insure patient and student safety.
* If the Clinical Instructor is a PTA, a licensed physical therapist must also be assigned to provide on-site supervision, not necessarily direct personal supervision. If the Clinical Instructor is a PTA, supervision of the PTA student should include appropriate interaction with the supervising PT. All clinical sites must follow the dictates of their State Practice Act.
* If the clinical site employs both PTs and PTAs, a PTA student should be provided with appropriate role-modeling of the PT/PTA relationship which is characterized by trust, mutual respect, cooperation, effective on-going communication, problem-solving and teamwork.
* Assist student in understanding facility requirements for documentation (progress notes, flow charts, incident reports, etc.) as well as provide opportunity for student to participate in the documentation process.
* Encourage the student's practice of reading and interpreting professional literature.
* Assign student a project to be done across the semester, such as the [PTA Mandatory Case Study or In-service](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPTA%20MANDATORY%20CASE%20STUDY%20OR%20IN-SERVICE.rtf) (**mandatory** for all clinics) and discuss at the beginning of the semester the approved topic and due date so that the student will have sufficient time to complete project. However, since students in Clinical Education I & II are simultaneously attending academic classes along with attending their clinical affiliations, we ask that students not be asked to do two or three in-services.
* Provide special experiences, such as attendance at conferences, clinics, surgery if this is possible.
* Provide opportunities for students to learn through participation and/or observation such activities as administration, quality assurance, financial considerations, supervision of other supportive personnel.
* Assist student in understanding of levels of authority and responsibility; planning, time management including scheduling of patients, supervisory process, performance evaluations, policies and procedures, and ordering of equipment.
* Introduce the student to the patient so that the patient clearly understands that the student is indeed a student; if students introduce themselves to the patient(s), the same principle applies. Students are required to wear a visible name tag with their student status listed.
* Discuss the student's performance with him on each clinic day providing on‑going pertinent and timely feedback. Be honest and constructive! If you see something that isn’t up to your expectations, point it out immediately. Otherwise, your subliminal message to the student is that he/she is doing okay and no modifications need be made. Don’t wait until the midterm or final evaluation to tell the student he/she needs to make improvements. These should be identified as soon as possible so the student can begin to improve.
* Ask the student high level, thought provoking questions so that the student has to come up with the solutions or interventions rather than you providing them.
* Describe to the student the criteria for obtaining a letter grade (Pass/Fail) for the student's particular clinical education level at your particular facility (see section on **CPI Expectations for each clinical at Final**).
* If your clinical facility is a "one‑man" department, inform the college if your absence necessitates re‑scheduling of student time.
* Notify the academic clinical coordinator if a student's overall performance is unsatisfactory prior to the midterm so that the student will receive immediate remediation as well as a warning notice from the college Registrar's office.
* Review the midterm evaluation (i.e., Midterm PTA CPI) and the final evaluation (i.e., Final PTA CPI) through PTA CPI Web with your student. Document with specifics. Also, include student’s absence, early and/or make-up days at the end of each evaluation.
* Collaboration is required for the student’s Final PTA CPI when the student has essentially been supervised by two Clinical Instructors, especially when student has been assigned to two different clinical settings (example: in-patient and out-patient settings).
* Discuss the [PTA Student Evaluation of Clinical Experience and Clinical Instruction](../../2021%20CE1/Student%20Information/PTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc) completed by the student at the midterm and final to allow for potential on-going changes based on the feedback.
	+ Clinical Instructors are asked to provide statistical data and sign off on page 3 of the “PTA Student Evaluation of Clinical Experience and Clinical Instruction” Form at the end of the student’s clinical experience.
	+ Optional: Consider completing Section 2 of the “PTA Student Evaluation of Clinical Experience & Clinical Instruction” (sent to you as a guideline prior to the student's affiliation) as a self‑evaluation at the end of the student affiliation and compare the results with the form completed by the student.
* Encourage student's participation in continued development of knowledge and skills beyond the clinical affiliation time period.
* Preserve the privacy, dignity, and safety of all persons including patients/clients, patients’/clients’ families, students, academic and clinical faculty, practitioners, and supporting staff who are involved in the academic and clinical portions of the program, i.e. discussion of student performance should be only with appropriate professional staff on a “Need-to-Know” basis; a student’s physical should be shredded **immediately** upon student’s completion of his/her clinical affiliation.
* Complaints can be provided to the College PTA Program from, but not limited to, any of the following; general public, students, clinical education patients, clinical sites, other departments within the college, and employers of graduates via the College PTA Program Complaint Form (see section of manual for policy, procedure, and form).

**Supervision Requirements of Student PTAs**

All clinical instructors are required to have a minimum of one year of clinical experience prior to receiving & educating a physical therapist assistant student in the clinical setting.

New York State Education Law (Article 136, Section 671 b.) states that “Supervision of a physical therapist assistant **student** by a licensed physical therapist shall be **on-site supervision** and not necessarily direct personal supervision.” This does not preclude a certified PTA from being the designated clinical instructor (CI), but a PT must be on-site when a PTA is the CI. We ask all of our Site Coordinators of Clinical Education to discuss this with your staff so that everyone will be aware of this supervisory requirement and that it also be honored even when students affiliate outside of New York State.

**Definitions of Levels of Supervision** ([www.webpt.com](http://www.webpt.com))

 General supervision - this is the least restrictive type of supervision. It requires only that the PT be available for direction and supervision by telephone or another form of telecommunication during the procedure in question; the PT need not be onsite.

 Direct supervision (on-site supervision) - this type of supervision requires the PT to be physically present at the facility and immediately available for in-room direction and supervision. The PT must have direct contact with the patient or client for the duration of each visit—defined as all encounters with that patient or client within a 24-hour period.

 Direct personal supervision - this is the highest level of supervision. The PT must be physically present in the room and immediately available to direct and supervise tasks related to patient and client management, and must provide continuous direction and supervision throughout the time these tasks are performed.

**Factors to Consider with Supervision** ([www.apta.org](http://www.apta.org))

In order to determine the required level of supervision of students, PTs & PTAs should ask themselves these questions:

* What does the state practice act say about supervision of PTAs and students?
* When Medicare patients are involved, what are Medicare’s regulations regarding PTAs and students?
* When a commercial insurer is involved, what are that payer’s policies regarding PTAs and students?
* In what type of practice setting are the physical therapist services being provided?

State practice acts. State practice acts typically define the scope of practice of PTs and the scope of work of PTAs and physical therapy students. It’s the PT’s go-to document, therefore, for determining supervision requirements. Not all state practice acts address supervision of either PTAs or physical therapy students, while some acts address PTAs but not students. Here’s what do in these situations:

* If the state practice act is silent on supervision of students but does contain policies on PTA supervision, apply the rules of PTA supervision to physical therapist assistant students.
* If the state practice act addresses neither supervision of PTAs nor supervision of physical therapist assistant students, look to the supervision requirements of the payer policy. For example, if the individual who is receiving services has health insurance from Blue Cross, consult that company’s policies regarding supervision of PTAs and students. If the person is a Medicare or Medicaid patient, check that agency’s billing policy.
* If the state practice act is silent on supervision requirements, turn to Medicare’s billing guidelines to determine the needed level of supervision for PTAs and students in providing services to Medicare beneficiaries. Medicare dictates general supervision of PTAs in all settings other than private practice, in which direct supervision is required. In some settings, however, Medicare stipulates additional requirements even under general supervision. For instance, when a PTA provides services to a patient in a standalone clinic (defined by Medicare as "a facility that is not part of a hospital but is organized and operated to provide medical care to outpatients"), rehabilitation agency, or public health agency, the supervising PT must make an onsite visit at least once every 30 days.

Medicare states that PTs may not bill for services provided by physical therapy students, because they are not licensed practitioners. Students may help PTs provide billed services, however, and PTs may physically guide students through the provision of a billed service. PTs, therefore, need to exercise their best judgment in such situations. Medicare offers these scenarios as guidance for appropriately billing Part B services:

* The PT is present and in the room for the entire session. The student participates in the delivery of services only when the PT is directing the service, exercising skilled judgment, and is the party responsible for assessment and treatment of the patient or client.
* The PT is present in the room, guiding the student in service delivery whenever the student is participating in its provision. The PT is at no time engaged in treating other patients or performing any other tasks.
* The PT is the responsible party and, as such, signs all documentation. (A physical therapy student also may sign, but the student’s signature is unnecessary.)

PTAs and physical therapy students cannot bill for their services under Medicare or any other payer. The supervising PT, rather, must bill for all services under his or her National Provider Identifier issued by the Centers for Medicare and Medicaid Services. A note on payment for services provided by PTAs: Medicare and commercial insurers currently reimburse for services rendered by PTAs at the same rate as they do those furnished by PTs. Beginning in 2022, however, services provided by PTAs will be reimbursed at 85% of the Medicare physician fee schedule rate that applies to those rendered by PTs. At this writing, this upcoming change has no bearing on supervision rules for PTAs.

Commercial insurers. PTs treating patients or clients whose health care is covered by a commercial insurance plan must closely read the contract with the insurer to ensure that they meet supervision policies covering PTAs and students. Commercial insurers typically defer to Medicare guidelines, but it’s important to check with the insurer to be certain.

**Caseload Expectations for Student PTAs**

|  |  |
| --- | --- |
|  | ***# of patients/day*** |
| **Clinical Setting** | **PTA 205 - CE 1** | **PTA 206 -CE 2** | **PTA 220 - CE 3** |
| Hospital | 6-8 | 9-10 | 11 |
| Skilled Nursing Facility/Sub-Acute Rehab | 6-8 | 9-10 | 12 |
| Outpatient/Orthopedics | 7-8 | 9-12 | 14 |
| Pediatrics/School Setting/Pre-School/EI | XX | 6 | 8 |
| Acute Rehab Facility | XX | 9-10 sessions | 11 sessions |
| Home Care | 4 | 5 | 6 |

**Physical Therapist Assistant Student Evaluation** **of Clinical Experience and Clinical Instructor**

* Our Physical Therapist Assistant students use the APTA’s standardized form for evaluating their clinical experiences/instruction ([PTA Student Evaluation: Clinical Experience & Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPhysical%20Therapist%20Assistant%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc)). This form consists of 2 factors: midterm as well as final feedback and face-to-face discussion of feedback. The main purpose of this type of evaluation form is to encourage students to communicate their needs earlier, which would allow the CI the ability to make mid-course changes as deemed appropriate.
* The sequence will be the following:
* Midway through the semester, the midterm portions of “Section 2: PTA Student Assessment of the Clinical Instructor” will be discussed by the student with his/her Clinical Instructor(s) individually. Student is to keep form(s) at this time.
* The student will review the Section 2 form(s) with the ACCE during his/her midterm conference at the college.
* At the end of the semester, the student will complete the final portions of Section 2 described above, as well as “Section 1: PTA Student Assessment of the Clinical Experience.” The student will discuss with his/her designated Clinical Instructor(s) individually and/or the SCCE.
* Clinical Instructor(s) will add information and sign the General Information page (page 3) and return all sections of the form to the student.
* Student will submit form to PTA Department ACCE who will deliver (mail and/or email) copies of all sections to the Site Coordinator of Clinical Education (SCCE) at the student’s clinical affiliation.
	+ It is the decision of the PTA faculty of Orange County Community Collegeto share the information contained in #’s 15, 17 and 19 only in Section 1 and to NOT share any portion of Section 2 with future PTA student

**SCCE/CI Timeline for Clinical Experience**

* Every March requests will be sent out to you for clinical affiliation placements for the upcoming academic year. Responses are due back to the ACCE by April 1 in order to prepare clinical placements for the upcoming second year PTA students (i.e. [Student Placement Request Form Example](../../Clinical%20Affiliation%20for%20Student%20Placement%20Request%20form.docx)).
* You will receive the following information regarding student placements: [Student Introduction Online Form](../../2021%20CE1/Student%20Information/Student%20Introduction%20Online%20Form.doc), [Procedures Frequency Chart](../../Clin%20Ed%203%20Documents%20for%20CIs/Procedures%20Frequency%20Chart.docx), [Facility - Student Orientation Form](../../2021%20CE1/Student%20Information/Facility%20-%20Student%20Orientation%20Form.rtf), [PTA Mandatory Case Study or In-service](../../2021%20CE1/Student%20Information/PTA%20MANDATORY%20CASE%20STUDY%20OR%20IN-SERVICE.rtf), [PTA Mandatory Dress Code for PTA Students](../../2021%20CE1/Student%20Information/PTA%20MANDATORY%20DRESS%20CODE%20FOR%20PTA%20STUDENTS.docx), [PTA - CLINICAL EDUCATION POLICIES & PROCEDURES](../../2021%20CE1/Student%20Information/PTA%20-%20CLINICAL%20EDUCATION%20POLICIES%20%26%20PROCEDURES.rtf), [PTA Clinical Performance Instrument](../../2021%20CE1/Student%20Information/PTA%20CPI.pdf), and PTA 205/206/or 220 Syllabus.
* Students will be contacting you approximately 8 weeks prior to start date.
* New CIs see the following links: [PTA CPI Quick Start Guide Screen Shots](../../2021%20CE1/Student%20Information/CPI%20Quick%20Start%20Guide%20ScnShots%2020190120-1.pdf), [PTA CPI New User Training Modules](../../2021%20CE1/Student%20Information/CPI%20New%20User%20Training%20Modules%20February%202020.pdf). You will receive 3 contact hours for completion of the APTA Learning Center’s PTA CPI Web training module. This can be used towards re-registration of your certificate/licensure through the State of NY.
* Review with PTA student the scoring rubric for this clinical experience – see “CPI expectations for each clinical at Final” page of this manual. Also, can be found in the syllabus for each clinical experience.
* Guide student in the process of being cleared to begin their clinical affiliation at your facility.
* Once student is cleared to start their clinical experience at your facility, day 1 should consist of reviewing expectations of the student. See [Facility - Student Orientation Form](Facility%20-%20Student%20Orientation%20Form%20%283%29.rtf) to assist you in this process.
* Each student is required to submit a weekly Journal entry via the learning management system provided by the school (i.e. Blackboard).
* The PTA CPI should be used in determining progress of your student. Both Midterm CPI and Final CPI will be filled out by you on the progress/achievements of your student. Dates when CPIs are due will be provided by the ACCE at the beginning of each clinical experience.
* Missed days are required to be made up by students. These makeup days need to be cleared by you before the student can attend your facility. Any further questions regarding feel free to contact the ACCE at any time.
* If you have a student not responding to your instruction and/or demonstrating professional issues, please use the [Learning Contract](../../2021%20CE1/Student%20Information/Learning%20Contract.doc) to assist in solving these issue(s). Again, feel free to contact the ACCE for further guidance on how to complete this document.

**Responsibilities of the College**

**Academic Coordinator of Clinical Education (ACCE)**

The ACCE is a licensed physical therapist and college faculty member that administers all components of the clinical education program. The ACCE collaborates with students, faculty members, and clinical partners to provide quality clinical education experiences. Responsibilities include:

1. Communication of program policies and procedures with Affiliated Clinical Sites
2. Instruction and communication with Clinical Faculty (SCCEs & CIs) regarding student clinical experience
3. Maintenance of affiliation agreements and implementation all contractual components
4. Scheduling and assignment of students at clinical sites
5. Course grading
6. Program development, monitoring, and revisions
7. Support of Clinical faculty development and continuing education
8. Maintenance of an adequate number of quality clinical sites and recruit new sites
9. Confirmation that all student requirements are met related to medical clearance and liability.
10. Administration of student evaluation tool (CPI)

Specific detailed responsibilities include the following, but not limited to:

* Arrange and conduct orientation visit at prospective clinical affiliation(s) in order to:

 ‑ survey facility

 ‑ meet with appropriate staff members

‑ discuss all policies, procedures, and curriculum of our program with Site Coordinator of Clinical Education (SCCE)

* Provide clinical affiliation with the following:

 1. Pre‑Clinical Forms

 ‑[Contractual Agreement](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CContracts%5CContract%20-%20PTA%20-%20Clinical%20Affiliation%20Sites.docx)

 ‑[Clinical Site Information Form (CSIF)](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CClinical%20Site%20Information%20Form%20%28CSIF%29.doc) (to be completed online through [CSIF - Liaison](https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/CSIF))

 2. Information Sheets

 a. Course Outlines (academic and clinical education)

b. Clinical Education Policies & Procedures including the [PTA Student Evaluation of Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%5CPTA%20Student%20Evaluation%20Clin%20Exp%20and%20Clin%20Instruct.pdf)

c. Policy Statement of Education & Utilization of the PTA ([NY State Education Law Article 136, Physical Therapists and Physical Therapist Assistants](http://www.op.nysed.gov/prof/pt/article136.htm))

 d. Standards of Ethical Conduct for the PTA ([APTA Guide for Conduct of the](http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf)

 [Physical Therapist Assistant](http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf))

 e. Developing a Clinical Education [Learning Contract](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CLearning%20Contract.doc)

f. How to Conduct an Appraisal Conference ([Guide for Conducting Appraisal Conferences](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CPTA%20Guide%20for%20Conducting%20Appraisal%20Conferences.doc))

 g. [PTA Clinical Educators & Adjunct Faculty Rights & Privileges](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5COrientation%20for%20Clin%20Ed%201%20in%20April%5CPTA%20Clinical%20Educators%20%26%20Adjunct%20Rights%20%26%20Privileges.doc)

 h. [Role of the PTA and the PTA Student](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%5CRole%20of%20the%20PTA%20and%20the%20PTA%20Student.pdf)

 3. Individual Student Forms

 a. [Student Introduction Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CStudent%20Introduction%20Form.doc)

 b. [Student Orientation Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CFacility%20-%20Student%20Orientation%20Form.rtf)

 c. [Summary of Clinical Orientation Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CSummary%20of%20Clinical%20Orientation%20Form.doc)

 d. [Procedures Frequency Chart](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CProcedures%20Frequency%20Chart.docx)

 e. [Medical Diagnoses Log](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CMedical%20Diagnoses%20Log.docx)

f. [PTA Clinical Performance Instrument](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPTA%20CPI.pdf)

 g. [PTA Student Evaluation Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPhysical%20Therapist%20Assistant%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc)

 h. [Evaluation of Academic Coordination](eval%20of%20ACCE%20%26%20CLINICAL%20LIAISON%20by%20student%20%284%29.rtf)

 i. [2 Year Program Evaluation](../../2%20Year%20Prgm%20Eval/2%20Year%20Prgm%20Eval%20-Acad%20%26%20Clinic%20by%20students%20-%202015.doc)

 j. Graduate Follow‑Up Form

* Maintain liaison between the clinical center and the academic center through faculty visits, emails, telephone calls, meetings, memos.
* Provide orientation to newly designated Site Coordinators of Clinical Education in current affiliations.
* Orient new Orange County Community College faculty who participate in visiting students at their clinical affiliations.
* Conduct orientation session with freshmen prior to students attending first clinical affiliation in order to review course syllabus and all aspects of this phase of our program including behavioral objectives and the content of the clinical education evaluation form (i.e. PTA Clinical Performance Instrument) and grading system.
* Provide student access to Clinical Site Information Forms through sign-on for PTA CPI Web.
* Make appropriate student assignments after reviewing student [Clinical Affiliation Preference Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPREFERENCE_FORM.docx) and considering student's previous clinical experiences.
* Provide college faculty with updated packet of Orientation materials prior to their visits to students at their clinical affiliations, including the students’ first impressions of their clinical experience via the “[Summary of Clinical Orientation](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CClinical%20Education%20Manuals%5CPTA%20Summary%20of%20Clin%20Orientation.doc)” sheets.
* Assigned faculty members visit each student 1 to 2 times during each clinical affiliation; discuss student's present status with student & clinical instructor; orient new clinical instructor as to PTA Clinical Performance Instrument and grading system; counsel student regarding clinical behavioral problems; guide CI with remediation techniques to improve student outcome, including assisting with Learning Contract if deemed necessary.
* Obtain verbal and written feedback regarding faculty visits to clinical sites.
* Promote effective communication between students and clinical faculty.
* Schedule and conduct individual mid semester & final conferences with each student in order to review the student's performance in all areas of clinic. Review student's Evaluation of Clinical Experience & Clinical Instruction as well as the Clinic's PTA CPI of the Student.
* Conduct a detailed journal entry review of students one week into the semester to offer encouragement and/or target any concerns. Repeat each week of the clinical affiliation subsequently.
* Research materials for presentations to clinical coordinators/instructors.
* Schedule and conduct a Clinical Educators' meeting annually for clinical faculty development; and conduct orientation meeting for newly designated clinical instructors each year.
* Keep all records and correspondence connected with the clinical education up to date, including minutes of clinical educators' meeting, class information, and curriculum changes.
* Conduct a yearly review of course syllabus, various clinical forms, clinical policies and procedures, and make any necessary revisions.
* Review new contracts and renew term contracts; submit current clinical affiliation list for updated certificates of insurance to be distributed annually.
* Review completed questionnaires following Clinical Educators' Meetings and act on appropriate suggestions.
* Review Annual Program Evaluations from clinical coordinators and students, write as composites for statistical review, and act on appropriate suggestions.
* Present annual revisions in clinical education course; assist in discussion of feedback from students (Graduate Follow Up Form) and (2 Year Program Evaluation), clinical coordinators (Annual Program Evaluation) and employers (Employer Program Evaluation Summary) at Advisory Board Meeting.
* Write course evaluation following each semester.
* Maintain student confidentiality (discussion of grade and/or performance should be only with appropriate professional staff on a “Need-to-Know” basis); references are to be given with student permission.
* Preserve the privacy, dignity, and safety of all persons including patients/clients, patients’/clients’ families, students, academic and clinical faculty, practitioners, and supporting staff who are involved in the academic and clinical portions of the program.
* Monitor status of student CPR certification/recertification.
* Provide learning management system access to Clinical Education I, II, & III to increase students’ awareness of announcements, course information, course documents (which can be downloaded) and external links.
* Maintain updated department website at https://sunyorange.edu/pta/index.html which includes admission requirements, philosophy/mission/goals, essential functions, student information/news, course sequence/description, physical therapy links, faculty contacts, accreditation status, a copy of department student handbook, “Information for Perspective Physical Therapist Assistant Students” packet, and up-coming college workshops.

**Responsibilities of the Students**

The Student Physical Therapist Assistant has many responsibilities prior to, during, and following the clinical education experience. Failure to complete all required steps may be grounds for cancellation of the clinical experience, removal from clinic, and/or failure of the course.

 **Pre-Clinic Requirements**

1. Submit completed Physical Form to the Wellness Center with medical clearance by physician and current PPD.
2. Register for clinical course and pay all associated fees.
3. Complete Student Introduction Form which will be provided to CI.
4. Attend Clinical Education Orientation session and sign student acknowledgment form.
5. Review Clinical Education Manual and all policies and procedures.
6. Contact SCCE/CI 6-8 weeks prior to start of Clinic to attain further instructions and facility specific requirements.
7. Complete facility forms, training, fingerprinting, drug screen, or other requirements as directed by the SCCE.
8. Maintain current CPR / First Aid certification.
9. Inform ACCE of any issues, concerns, or difficulties completing the pre-clinic responsibilities.

 **During Clinic Requirements**

1. Participate in all training required by the facility and follow all policies and regulations.
2. Adhere to SUNY Orange student code of conduct, APTA Standards of Ethical Conduct, and all clinical education policies and procedures.
3. Report any absences to the ACCE and CI in a timely manner and arrange for plan to make up days if necessary.
4. Perform in a professional, respectful, and safe manner at all times.
5. Submit all work according to the syllabus and to the learning management system announcements/content.
6. Monitor e-mail daily and respond to ACCE within 24 hours.
7. Complete CPI at mid-term and final including comments, sign-offs, and summary sections.
8. Complete the PTA Student Evaluation of Clinical Experience and Clinical Instructionat mid-term and final.
9. Adhere to HIPAA and confidentiality rules in all communications.
10. Contact the ACCE for assistance or guidance in a proactive manner whenever appropriate.
11. Assist SCCE in updating the CSIF Web.
12. Assist CI with CPI set-up and navigation as able.

**Post Clinic Requirements**

1. Assist CI in the completion/return of materials to the ACCE.
2. Submit all materials requested by ACCE for final conferencing.
3. Meet with ACCE to review findings of final CPI and other required documentation.

Specific detailed responsibilities include the following, but not limited to

* Adhere to the code of student conduct as stated in the Orange County Community College Student Handbook. This code applies for both academic and clinical affiliation experiences; students are also expected to follow the Standards of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the affiliate member; comply with all rules/regulations of assigned clinical education site.
* Complete a [Clinical Affiliation Preference Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPREFERENCE_FORM.docx).
* Attend orientation lecture given by ACCE describing clinical education program (prior to attending first clinical affiliation to review clinic expectations and discuss content of the [PTA Clinical Performance Instrument](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CPTA%20CPI.pdf)).
* It is required that each student has a complete physical examination prior to beginning the core classes. Students will be required to have annual physicals until the core program is completed. This should be done in the month of July (not earlier) and the completed forms must be submitted to the Wellness Center no later than the first week of August. If physicals are received after this date, a $25 penalty will apply. Each student should obtain a copy of his/her “Health Clearance Form” from School Health Nurse following submission of physical exam form so that a copy of this information can be submitted to each of his/her three clinical affiliations. The original form is to be retained by the student for the entire school year. The Health Clearance Form will be issued to students who submit their physical exam forms with ***ALL*** required information during their appointment (date created online through the Wellness Center website, https://sunyorange.edu/wellness/index.html).
	+ Students with incomplete or late physicals will need to obtain the Health Clearance Form “in person” from the Health Office after submitting required information and/or late physical exam form plus late fee. Without the Health Clearance Form, a student will be prevented from participating in laboratory sessions (non-participating observation will be considered an absence); and student will also not be permitted to attend clinic at any site. Physicals are good for one year.
	+ Students who fulfill Clinical Education III requirements after Summer Session I will be required to have a third physical and another Mantoux prior to beginning Clinical Education III (due in Wellness Center’s office by June 1). However, most students will be assigned to Summer Session I and third physical and Mantoux will not be necessary. **NOTE**: the law requires meningitis documentation to be submitted by student (either date of meningitis vaccine in the past 10 yrs. or acknowledgment of receipt of meningitis/vaccine information, and refusal of the meningitis vaccine).

***\*Please note there may be individual requests from certain clinical affiliations, i.e. a request for Mantoux within the last month, a pre-clinical drug test, a pre-clinical background check, etc. Therefore, contacting a clinic early (at least 6 weeks early) allows the student ample time to meet any additional requirements.***

* Along the same lines, student must provide proof (to ACCE) of current **professional level** CPR Certification prior to attending Clinical Education I and proof of recertification, if necessary, prior to Clinical Education II or III to document certified status throughout all clinical affiliations. The CPR course level must be American Red Cross for the Professional Rescuer (1 year term), American Heart Association’s BLS for the Health Care Provider (2 year term) or equivalent. Failure to maintain professional level CPR certification will result in the immediate removal from clinic with a resulting grade of “F.”
* In the event that a student has surgery, a hospitalization, a significant change in medical status, or becomes pregnant, the student must notify the department chair immediately. The department chair requires that the student have permission from his/her medical physician to participate in class, laboratory, or clinical experiences. Please note that certain medical conditions may require the postponement or rescheduling of class, laboratory or clinical experiences and can result in a later completion of the program/graduation. If an injury occurs in the clinical education setting, student may be required by the facility to seek medical attention for that injury; the financial responsibility will still belong to the student (whether by personal health insurance or by personal payment).
* Be aware of contents of course syllabus including student responsibilities section as well as the PTA CPI. All students sign the [Student Policies/Responsibilities Acknowledgement Form (example)](../../2021%20CE1/Student%20Information/AcknowledgementPolicyFall2020.docx) for their student file.
* Review assigned clinical facility's file (CSIF) prior to attending clinic in particular Part II, Student Information which includes transportation, required medical information, whether student may be required to submit to a drug test and whether a criminal background check is required (check with ACCE).
* Provide transportation to and from the clinical affiliations as well as during the clinical affiliations unless CI requests student ride with him/her and the student agrees to this arrangement. If student chooses to ride with CI, student must obtain CI signature on consent form ([Travel Consent Form](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5CTravel%20Consent%20Form.pdf)).
* Make email/telephone contact with Site Coordinator of Clinical Education (SCCE)/Clinical Instructor (CI) at your assigned clinical affiliation at least six weeks prior to first day to arrange for first day in clinic and to become aware of the specific clinical affiliation hours, whether student is to mail/email a copy of Health Clearance Form prior to attending clinic, the possibility of attending early days, (only in Spring Semester or Summer Session; ***no early*** start in the Fall Semester), the possibility of being asked to participate in a clinical education site’s drug testing program or participate in a background check (notify Academic Coordinator of Clinical Education), whether clinic requires student to wear a lab coat over PTA Department required uniform. Students who do not successfully complete these tests, or refuse to comply with these mandates will receive a grade of “F” for the clinical affiliation. Furthermore, students will be required to show proof that they are “substance-free” prior to being assigned to a new clinical assignment. Students may be required to audit PTA core courses while waiting for their next clinical assignment. Failure to successfully pass a drug test for a second time will result in permanent removal from the PTA program. Students who are removed from clinic due to negative criminal background checks must make restitution before another clinical affiliation will be attempted.

*\* Students who are assigned to a clinic that has one or more “short” day (less than 8 hours)* ***must*** *contact the Academic Coordinator of Clinical Education (ACCE) immediately to discuss alternatives for making up for the inadequate hours, such as starting clinic earlier in the semester, also attending clinic on a Friday if schedule allows, etc.*

\**Students who are assigned to a pediatric setting in the Spring Semester must contact the assigned clinic immediately to discuss either attending a minimum of two early days in January or attending make up days on Friday if the clinic can accommodate and the students’ schedule allows. All students are required to make up all absences due to illness or inclement weather (even if the clinical affiliation closes or the College closes on an affiliation day). If the weather is cooperative and the student has no absences, any early or extra days will allow the student to complete clinic up to one week early.*

* Review infection control, blood borne pathogens, universal precautions, and management of exposure to blood and other potentially infectious material.
* Attend “Orientation to Clinical Education I” on a scheduled day prior to the beginning of Fall Semester. Students are not allowed to start their Fall clinical affiliation early but this option is available to students in the Spring semester.
* Arrive at clinic at least 10 minutes prior to assigned time; one must wear an analog watch and bring a pen and index cards.
* Wear appropriate uniform/shoes and mandatory name tag as described in course syllabus; your clinic may require you to wear a lab coat over your uniform. In addition to wearing your name tag which identifies you as a student, either your CI or you should introduce you as a student to any patient/client with whom you will be working.
* Complete the following forms at the appropriate time for each clinical education session:

 a. Student Introduction Form including optional photograph

 b. Summary of Clinical Orientation

c. Writing assignments (SOAP/Narrative notes and weekly journal entry)

 d. Evaluation(s) of Clinical Instruction - Section 2 (midterm & final)

 e. Evaluation of Clinical Experience – Section 1 (final)

f. Evaluation of Academic Coordination of Clinical Education following each semester

 g. Procedures Frequency Chart for Clinical Education I, II, & III

 h. Medical Diagnoses Log for Clinical Education I, II, & III

 i. PTA CPI – midterm & final (sign-off on own as well as CI’s)

* Call clinical instructor to report absences prior to expected arrival time; also report absence to ACCE and to the college office (even if college has closed due to inclement weather). Be responsible for timely communication with designated individuals involved with the program.
* Arrange make‑up sessions for any absences. Students are also required to contact ACCE regarding early/extra and/or make up days as soon as they are completed.
* Maximize the learning experience by asking appropriate questions and being alert to all aspects of clinical education experiences. During occasional low patient census, it is still your responsibility to maximize your learning experience by practicing with equipment, reading modality manuals, reviewing office procedures, visiting other related departments as arranged by CI, working on clinical assignments (including mandatory case study or in-service).
* Do not attempt to carry out a procedure that is unfamiliar to you. When in doubt, ask for assistance. Remember that the patient's/client’s safety is the primary consideration.
* Maintain confidentiality of information regarding classmates, instructors, patients/clients and the clinical affiliations (staff, instructors), including following HIPAA regulations. Legally a patient may be discussed with someone else only on a "NEED TO KNOW” basis, i.e. discuss specific patient with other team members, but not with classmates, relatives, etc. Not only specific patient information, but even the fact that the specific person was a patient is CONFIDENTIAL information!
* Do not discuss your personal problems with patients/clients who are trying to deal with their own problems.
* Exhibit professionalism at all times which includes having professional appearance (including personal hygiene, appropriate uniform, make up), not using inappropriate language, being punctual (which means arriving ***prior*** to your assigned hours), abiding by regulations of the facility, abiding by state and federal laws/regulations, respecting others including sensitivity to diversity, contributing to harmonious environment, being trustworthy, ethical, safe, courteous, accepting responsibility, accepting criticism, not allowing personal affairs to interfere with duties/obligations, maintaining confidentiality and completing clinical assignments promptly which includes mandatory case study or in-service at each clinical affiliation.
* Never indicate to a patient/client that you feel his/her treatment with another professional was inappropriate or inadequate. If patient/client initiates this type of discussion or asks about prognosis, you should defer to the supervising physical therapist.
* Bring any potential problem or difficulty to the immediate attention of college or facility, rather than waiting for clinical visit or scheduled conference. Students are encouraged to contact the ACCE or the clinic liaison to ask questions or discuss a problem as it arises.
* Be aware of Clinical Education Courses’ Announcements on the learning management system (i.e. Blackboard).
* Attend mid-semester and end of semester meetings with CI to discuss the student performance evaluation tool (i.e. PTA CPI) the CI has completed and the “Student Evaluation of Clinical Experience & Clinical Instruction” which you have completed for shared communication.
* Attend mid‑semester and end‑of‑semester conference with ACCE. During Clinical Education III, attend final conference at the completion of clinic with ACCE/Department Chairperson.
* Participate in the on-going assessment of all aspects of the physical therapist assistant program including completion of “Two Year Program Evaluation” and “Graduate Follow-Up Form.”
* Provide college office with current email address, mailing address, and current job status immediately after graduation and thereafter as changes occur so that the college file will be updated and continuously accurate.
* Obtain prior written approval from the College and Clinical Affiliation before publishing any material relative to the clinical experience.
* Through academic learning and clinical experiences, the student will understand the role and responsibilities of the physical therapist assistant in the physical therapy delivery system. The student's performance will reflect the following:

‑ an understanding of levels of authority and responsibility; planning, time management including scheduling of patients/clients, supervisory process, performance evaluations, policies and procedures; fiscal considerations for physical therapy providers and consumers; ordering of equipment; and continuous quality assessment for performance improvement.

‑ participation in the review of current professional literature.

‑ a commitment to continuing personal and professional growth through self‑directed learning.

* Have the responsibility to preserve the privacy, dignity, and safety of all persons including patients/clients, patients’/clients’ families, students, academic and clinical faculty, practitioners, and supporting staff who are involved in the academic and clinical portions of the program.
* Complaints can be provided to the College PTA Program from, but not limited to, any of the following; general public, students, clinical education patients, clinical sites, other departments within the college, and employers of graduates via the College PTA Program Complaint Form (see section of manual for Complaint policy, procedure, and form).
* Following graduation, if working via a limited permit prior to certification, be aware of your responsibility to sign patients’ progress notes with your signature followed by “PTA-limited permittee.“ A PTA graduate is not to begin working until the limited permit number is actually issued. If a graduate is working via a 6 month limited permit and has not obtained his/her certification during the six months, the graduate must apply for another 6 month limited permit if the graduate wishes to continue working until the National Physical Therapy Exam has been taken, passed and the state licensing agency has issued a certification/license/registration number (PTAs become certified in the State of New York). Be aware that obtaining a second 6-month term limited permit is not automatic and that you must have registered and paid to take the NPTE in order to be considered for a second limited permit. Other considerations may prevent the granting of a second 6 month limited permit. Check with the New York State Education Department. It is strongly recommended that students arrange to take the NPTE soon after graduating from the Program.

**The following statements are being included for student awareness:**

* Orange County Community College is committed to the principles of non-discrimination and equality of opportunity for all qualified applicants, students and employees. Any questions or allegations should be directed to the college’s Human Resources Office, phone (845) 341-4660. Grievance Procedure for the Review of Allegations of Illegal Discrimination or Sexual Harassment.
* In its continuing effort to seek equity in education and employment and in support of federal and state anti-discrimination legislation, Orange County Community College provides an internal grievance procedure for the prompt and equitable investigation and resolution of allegations of sexual harassment or illegal discrimination on the basis of race, color, national origin, religion, age, sex, disability, marital status, or sexual orientation.
* Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against “otherwise qualified” persons with a disability. If an applicant can perform those “essential functions,” he or she is “otherwise qualified” under the law and must be treated the same as people without a disability. A person who cannot perform the “essential functions” is not “otherwise qualified” and may be denied access to the program without being subject to legal action for discrimination.

**PTA Student Timeline for Clinical Experience**

* 6-8 weeks prior to start date you need to contact the clinical site you will be attending. Find out what requirements need to be in place, i.e. medical clearances and criminal background checks to name a few.
* Make sure your CPR certification is up to date and on file with the ACCE.
* First day of clinic you will need to complete the [Summary of Clinical Orientation Form](../../2021%20CE1/Student%20Information/Summary%20of%20Clinical%20Orientation%20Form.doc) and submit to ACCE by the next day. This is very important as your CI’s email address will be their username within PTA CPI Web system.
* Review with CI the scoring rubric for your clinical experience – see “CPI expectations for each clinical at Final” page of this manual.
* At the end of each week you will need to submit a weekly Journal via Blackboard (see Blackboard shell for example on how to do this write up).
* For clinical experiences 1 (PTA 205) and 2 (PTA 206) three SOAP notes/Narrative notes will be due according to the schedule produced at the beginning of each of these experiences.
* Midterm CPI is due by you and your CI, typically in the middle of your clinical experience (i.e. 15th day of a 30 day experience). On this day you will review your findings and your CI’s findings, then sign off on each other’s CPI. This is all completed online via PTA CPI Web.
* Complete Section 2 only (Midterm column and Midterm comments) of the [PTA Student Evaluation Clinical Experience and Clinical Instruction](../../2021%20CE1/Student%20Information/PTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc). Review these findings with your CI during your midterm meeting.
* After Midterm CPIs are completed you will then have a Midterm Conference with the ACCE to review your progress and to discuss any pertinent issues or concerns. You will need to submit the following documents for this meeting: [PTA Student Evaluation Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5C2021%20CE1%5CStudent%20Information%5CPTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc), [Medical Diagnoses Log](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5C2021%20CE1%5CStudent%20Information%5CMedical%20Diagnoses%20Log.docx), [PTA Student Evaluation Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5C2021%20CE1%5CStudent%20Information%5CPTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc), and completion of page 2 of [Midsemester Clinical Education Conference](Midsemester%20Clinical%20Education%20Conference%20I%2C%20II%2C%20III.rtf).
* An in-service will be completed by the end of each clinical experience; see the following document for [Case Study/Inservice Memo to CIs & Students](../../BackupApril2015/BackupApril2015/Documents%20from%20Old%20PC/backup/Shared%20Documents/My%20Documents/Mandatory%20Case%20Study.Inservice%20Memo%20to%20CIs%26Students.docx).
* Final CPI is due by you and your CI, typically on the last day of your clinical experience. On this day you will review your findings and your CI’s findings, then sign off on each other’s CPI online via PTA CPI Web.
* Complete all sections, including your CI’s signature on page 3, of the [PTA Student Evaluation Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5C2021%20CE1%5CStudent%20Information%5CPTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc).
* Upon completion of your clinical experience you will then have a Final Conference with the ACCE to review your outcomes and to discuss any pertinent issues or concerns. At this conference you will hand in the following documents: copy of your case study/inservice, [Medical Diagnoses Log](../../2021%20CE1/Student%20Information/Medical%20Diagnoses%20Log.docx), [PTA Student Evaluation Clinical Experience and Clinical Instruction](file:///C%3A%5CUsers%5Cedwardleonard%5CDocuments%5C2021%20CE1%5CStudent%20Information%5CPTA%20Student%20Evaluation%20Clinical%20Experience%20and%20Clinical%20Instruction.doc), and [Evaluation of ACCE & CLINICAL LIAISON by PTA student](eval%20of%20ACCE%20%26%20CLINICAL%20LIAISON%20by%20student%20%284%29.rtf).

**CHARACTERISTICS OF AN EFFECTIVE STUDENT**

1. *Independent*, able to take the initiative.
2. *Thirsty for knowledge*, open to learning, seeks information.
3. Looks up information.
4. *Flexible*.
5. Establishes a good rapport with others.
6. Asks thought provoking questions; *inquisitive.*
7. *Enthusiastic*, positive attitude.
8. *Confident* with present knowledge base.
9. *Listens* to feedback and acts on it.
10. *Gives feedback* to CI: indicates own needs.
11. *Honest* with CI if having difficulty with a concept.
12. Willing to try even if unsure of self.
13. Aware of own strengths and limitations.
14. Takes a genuine interest in facility’s area of practice.
15. *Actively participates* during treatment sessions and offers ideas.
16. Brings fresh ideas and is willing to verbalize them.
17. Has good basic knowledge and evaluation skills.
18. *Observant* to “little things” about patient, family and others.
19. *Creative*.

These characteristics are adapted from part of a pilot project conducted by the Department of Physical Therapy, at the Medical College of Georgia. Distributed with permission.

**CHARACTERISTICS OF AN INEFFECTIVE STUDENT**

1. *Passive,* non-questioning, waits to be “spoon-fed.”
2. Does not communicate needs and interests.
3. *Dependent*, follower.
4. Afraid of making mistakes.
5. Lacks “people skills.”
6. *Arrogant*.
7. Concerned about grades rather than the learning process and application.
8. *Insecure*.
9. Does not have basic clinical skills.
10. Too preoccupied with outside interests.
11. *Negative mind set.*
12. Says “yes” to CI without really processing what is being said.
13. *Complains constantly.*
14. Does not listen to or hear feedback on patient care.
15. *Whines and blames*.
16. Acts overwhelmed.
17. Too philosophic or “book knowledge” oriented.
18. Does not respect other staff members.
19. Makes an excuse for mistakes or inappropriate behaviors.

These characteristics are adapted from part of a pilot project conducted by the Department of Physical Therapy at the Medical College of Georgia. Distributed with permission.

**Orange County Community College**

**CPI Expectations for each clinical experience at Final**

|  |  |  |  |
| --- | --- | --- | --- |
| PTA 205 | PTA 206 | PTA 220 | CPI Criteria |
| AB | AI | E | 1. Perform in a safe manner that minimizes the risk to patient, self, and others. |
| AB | AI | E | 2. Demonstrates expected clinical behaviors in a professional manner in all situations. |
| AB | AI | E | 3. Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines. |
| AB | AI | E | 4. Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs. |
| AB | AI | E | 5. Communicates in ways that are congruent with situational needs. |
| AB | AI | E | 6. Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors. |
| AB | AI | E | 7. Demonstrates clinical problem solving. |
| B | AI | E | 8. Performs selected therapeutic exercises in a competent manner. |
| B | I | E | 9. Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner. |
| B | I | E | 10. Applies selected physical agents and mechanical modalities in a competent manner. |
| B | I | E | 11. Applies selected electrotherapeutic modalities in a competent manner. |
| B | I | E | 12. Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner. |
| B | I | E | 13. Produces quality documentation in a timely manner to support the delivery of physical therapy services. |
| B | AI | E | 14. Participates in the efficient delivery of physical therapy services. |

Performance Key: B = Beginner

 AB = Advanced Beginner

 I = Intermediate

 AI = Advanced Intermediate

 E = Entry-Level

**ACADEMIC SEQUENCE SUMMARY**

A sequential summary of major topics in each physical therapist assistant course has been listed to aid the clinical instructor in being aware of that information which has previously been taught academically and that information which will be presented in subsequent semesters.

This listing is not meant to limit the student's clinical experience in your facility. We do not require that the clinical instructor expose the student only to these areas of physical therapy that he has studied in the classroom, in fact we encourage our "faculty in the field" to instruct the student in any area of physical therapy that is deemed appropriate.

If the clinical instructor teaches the student an assessment or treatment method that has not been presented or practiced in the academic setting, the clinical instructor is responsible for determining if and when the student should apply the method to a patient following the CI’s instruction to the student.

**CLINICAL EDUCATION I**: Students will have already successfully completed the first 5 courses listed and be concurrently taking PTA III & Tests & Measurements course.

**CLINICAL EDUCATION II**: Students will have already successfully completed the first 7 courses listed in addition to Clinical Education I and be concurrently taking PTA IV and Contemporary Practice.

 **CLINICAL EDUCATION III**: Students will have successfully completed all of the academic

 courses listed in addition to Clinical Education I and Clinical

 Education II prior to beginning their affiliation.

\* Successful completion of a course indicates that the student has at least met minimal competencies in the contents of that course as it relates to performing skills in an adequate, safe, correct and effective manner; and also as it relates to having knowledge of indications, contraindications, precautions and effects.

Regarding a student’s current standing in academic core courses:

 Students must pass all lab practicals with a 75% or better. If a practical has separate sections, the student must pass each section with a 75% or better to pass the practical. In the event of a failure you may retake a practical or a section(s) once. Failure to obtain a 75% on the second attempt will result in removal from the course with a grade of F and removal from the clinic with a grade of W. When the student passes the practical/section on the second attempt, a score of 75% (no higher) will be awarded for the whole practical.

**ACADEMIC SEQUENCE SUMMARY CHART**

 **FIRST SEMESTER FALL SECOND SEMESTER SPRING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **INTRO to PT**History & Scope of PT -Intro to APTARole of the PT, PTA & CommonHealth Care ProvidersTeam Approach to Health CareCommunication w/patients and other  health care providersPractice Settings -Supervision of the PTA -Supervision of the PTA StudentMedical Record KeepingMedical DocumentationCultural DiversityProfessionalism in Physical TherapyHIPAAIntro to Terminology of the Guide to  Physical Therapist PracticeIntro to Standards of Ethical Conduct of the PTA**Scope & Settings of Practice Mini Presentation** | **MEDICAL CONDITIONS**Homeostasis & PathogenesisGenetic Factors in DiseaseIntegumentary DisordersMusculoskeletal DisordersNeuromuscular Disorders SCI’sCardiopulmonary & Vascular Disorders Amputees CVA’sGastrointestinal DisordersEndocrine/Metabolic DisordersOncologyImmune DisordersHematologicDisordersMedical TerminologyTests; Lab Values Diagnostics**Individual Pathology**  **Presentations****Group Presentations** | **PTA I**First Aid & SafetyVital SignsBody MechanicsInfection ControlBandagingSkin Care & Wound HealingDrapingPositioningBed Rest & DeconditioningWheelchair ComponentsWheelchair ManagementTilt TableTransfers & GuardingArchitectural BarriersGait TrainingAssistive DevicesRehab of the AmputeeIntro to OrthoticsIntro to Prosthetics**3 Article Critiques** | **PTA II**MassageMFREffects of HeatCryotherapyEMSIRUV Cold laserHot PacksParaffinHydrotherapyUltrasoundDiathermy E Stim TractionPain TheoriesWound Care (modalities)ICPPharmacologyCPM**Pharmacology Presentation “and Fact Sheet”** | **KINESIOLOGY**Planes & AxesLeversBiomechanicsBalanceSurface AnatomyJoint Structure & FunctionMuscle Structure & Function Types of Muscle FibersTypes of ContractionsNeuro ReviewBrachial PlexusJT Structure; Muscles Innervations; Actions: Shoulder Girdle Shoulder Elbow Wrist Hand Pelvic Girdle Hip Knee Ankle Foot Trunk & Neck TMJ RespirationBasic Respiratory ExerciseNormal GaitGait Deviations**Kinesiological Analysis of a Movement** |  |  |

 **THIRD SEMESTER FALL FOURTH SEMESTER SPRING**

|  |  |  |  |
| --- | --- | --- | --- |
| **TESTS & MEASUREMENTS**ROM End Feels GoniometryFlexibilityStrength (MMT)Endurance Limb Length, Girth, Vol.SkinSensationDTRsPainBalanceCoordinationPostureFunctional ActivitiesMental StatusNormal DevelopmentReflexesFunctional Outcome Measures **Mandatory In-Service or Case****Study for Clinic**  | **PTA III**Muscle FunctionTypes of ContractionsGoals of ExerciseROMStretchingResistive ExerciseAquatic TherapyIndustrial PTCommon UE Musculoskeletal Disorders Common LE Musculoskeletal DisordersBack DisordersScoliosisConnective Tissue DiseasesPre & Post Partum ExSCIPolio & Post Polio SyndromeMSGuillian-BarreALSPeroneal Muscular AtrophyPeripheral Nerve InjuriesHand SplintsPeds OrthoRadiologyMat Activities**Clinical Ed I: 3 SOAP/HEP Programs** | **PTA IV**Motor ControlMotor LearningPeds: - CP - Spina Bifida - Downs Syndrome - MD - Osteogenesis Imperfecta - SMA - Arthrogryposis - CF - Preemie - Child Abuse - Autism - Peds CardiacNDTSensory IntegrationPNF/Lumbar StabilizationGeriatric ConditionsCardiopulmonary DysfunctionAmputees/ProstheticsHead Trauma/TBINeuro RehabLab Values/DiagnosticsWomen’s Health**3 Narrative Notes****Clinical Education II: (4th Semester)****Mandatory In-Service or Case Study**  **for Clinic****Wellness Fair Project** | **CONTEMPORARY PRACTICE**Health InsuranceNYS Education LawLegal IssuesEthical IssuesAPTA/PTA CaucusResumes & InterviewsGuide to Physical Therapy PracticeFiscal/Reimbursement IssuesPalliative Care/Death & Dying**Ethical Dilemma Debate****Capstone Project****Clinical Education III: (Summer**  **Session)****Mandatory In-Service or Case****Study for Clinic** |

ORANGE COUNTY COMMUNITY COLLEGE

Physical Therapist Assistant Program

**Complaint Form**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Format received (check one): \_\_\_\_\_ verbal \_\_\_\_\_written \_\_\_\_\_ Email

Person issuing complaint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facility/department/company of original complaint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Nature of the complaint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Has a complaint of this type ever occurred before?\_\_\_\_\_ yes/\_\_\_\_\_ no/\_\_\_\_\_ unknown

Immediate action taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SIGNATURE of person recording complaint:**

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**PRINT name of person recording complaint:**

Additional Space as needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Follow-up: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**FOLLOW-UP SIGNATURE: DATE:**

Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SIGNATURE of Department Chairperson: DATE:**

**DEPARTMENT MEETING REVIEW DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

ORANGE COUNTY COMMUNITY COLLEGE

Physical Therapist Assistant Program

**POLICY**

**Complaint Process**

Objective: To insure that any and all complaints received by the Physical Therapist Assistant Program are recorded, addressed, followed-up, and maintained in a consistent manner to promote improvement to the Physical Therapist Assistant Program. These complaints by definition will be those which fall outside due process.

1. Complaints will be recorded on a written “Complaint Form”, and will include: date, format complaint received, person issuing complaint, facility from which complaint arising, nature of the complaint, frequency, and immediate action generated by complaint. Complaints can be taken from but not limited to any of the following; general public, students, clinical education patients, clinical sites, other departments within the college, and employers of graduates. Note: if person issuing complaint wishes to remain anonymous then this will be indicated on the form.
2. Blank “Complaint Forms” will be located in each faculty office, the department chairperson’s office and with the department secretary.
3. The recorder of the complaint will sign the form to facilitate follow-up and review of each complaint.
4. A follow-up to the complaint will be performed by the appropriate party, i.e. faculty person, staff, department chairperson to insure that the complaint was properly addressed and indicate if the complaint has been resolved.
5. A further review of the complaint and the complaint process will be performed by the department chairperson to insure that all steps were taken to resolve complaint and to assess if changes are warranted to the Physical Therapist Assistant Program.
6. Complaints will be followed-up and reviewed within one month of receipt of issuance.
7. Each complaint, follow-up and review will be discussed at the next Physical Therapist Assistant Program Department Meeting.
8. Complaints will be maintained by the program for three years.
9. At the end of three years, outdated complaints will be shredded.
10. The complaint process will be assessed on an ongoing basis.

ORANGE COUNTY COMMUNITY COLLEGE

Physical Therapist Assistant Program

**PROCEDURE**

**Complaint Process**

Objective: To provide a consistent means of recording, following-up and reviewing any and all complaints received by the Physical Therapist Assistant Program.

1. When a complaint is received by any faculty or staff member they will initiate a “Complaint Form”.
2. The recorder will indicate the date of the complaint, format received, person issuing the complaint, and the immediate action taken to address the complaint. He/she will check one box to indicate if an earlier complaint of this nature has ever been received by the PTA Program or if the nature of the complaint is new.
3. The recorder will then sign the complaint form and print his/her name below his/her signature.
4. Any secondary follow-up will be performed by the individual faculty or staff person who is able to provide appropriate action proves.
5. Each complaint form will be reviewed by the department chairperson and additional follow-up will occur as necessary.
6. All complaints received will be completed within one month’s time.
7. Once completed the complaint will be stored in the three ring binder labeled “Physical Therapist Assistant Program’s Complaint Log” located in the department chairperson’s office.
8. The complaints will be filed by the original date received.
9. Complaints will be presented at the respective month’s Department Meeting.
10. The “Department Meeting Date” will be indicated on the bottom of the “Complaint Form”.
11. The department chairperson will be responsible for updating of the “Complaint Log” and for shredding outdated complaints.

**Appendix**

**Hyperlinks:**

1. College Catalog - [SUNY Orange Catalog](https://sunyorange.edu/catalog/index.html)

2. College Student Handbook – [SUNY Orange Student Handbook](https://sunyorange.edu/studentservices/docs/StudentHandbook2019-20.pdf)

3. PTA Student Handbook - [SUNY Orange PTA Student Handbook](https://sunyorange.edu/pta/students.html)

4. Standards of Ethical Conduct for the Physical Therapist Assistant - [APTA Standards of Ethical Conduct for the Physical Therapist Assistant](https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-ethical-conduct-for-the-physical-therapist-assistant)

5. APTA Guide for Conduct of the Physical Therapist Assistant - [APTA-Guide-for-Conduct-PTA](apta-guide-for-conduct-pta.docx)

ORANGE COUNTY COMMUNITY COLLEGE

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

***CLINICAL AFFILIATION PREFERENCE LISTING***

**The Academic Coordinator of Clinical Education (ACCE) selects the clinical education sites to which a student will be assigned. Many factors are considered, only one of which is a student’s expressed preference for a particular type of setting, i.e. orthopedics, pediatrics, rehab (students do not select their specific clinical assignments).** **Announced placements are considered tentative and subject to change.**

* Indicate "1st" and "2nd" preferences for type of clinical affiliation:

|  |  |
| --- | --- |
| ***Setting*** | ***Preference (label this column with 1st & 2nd)*** |
| Hospital |  |
| Skilled Nursing Facility |  |
| Outpatient/Orthopedics |  |
| Pediatrics |  |
| VA Hospital |  |
| Acute Rehab Facility |  |
| Home Care |  |
| Specify Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

* The following hospital has the option for the student to ***reside*** there during 3rd Clinical Affiliation. Please check if interested in this facility only if you indicated above a preference for Rehab:

\_\_\_\_\_\_\_ Helen Hayes

* **\_\_\_\_\_\_\_** If you would like to be considered for Orange Regional Medical Center & its affiliates as well as Westchester Medical Center, your checkmark indicates that you understand that they require additional blood work, credentialing, &/or parking fees which may cost an additional $100-250.

* YES\_\_\_\_ NO\_\_\_\_: Indicate if you have personal health insurance (since some of our clinical education sites require this).

* Do you have any personal relationships such as a relative/friend either employed or a client of any of the physical therapy departments that are utilized as clinical affiliations. If so, please name the affiliation(s):

* REQUIRED: list previous experience(s) relating to physical therapy (volunteer and/or employed) - name the facility and function:

 STUDENT NAME (print legibly):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_

 Describe your ***actual*** location (**NO** PO Box): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Mailing address might be Middletown, for example, but location might be Bloomingburg or Howells, etc.)

**Checklist for Onboarding New Clinical Affiliation Sites**

**Site Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE:**

\_\_\_\_\_\_ 1. Initial contact of clinical site by ACCE (Academic Coordinator of Clinical Education) via email and/or phone.

\_\_\_\_\_\_ 2. Set-up appointment time with SCCE (Site Coordinator of Clinical Education) to visit the site.

\_\_\_\_\_\_ 3. Review of site website – content and description of practice, staff, philosophy.

\_\_\_\_\_\_ 4. Visit site, meet with staff, discuss clinical education processes, provide documentation on responsibilities, and answer questions. ACCE to provide following documents to SCCE if deemed appropriate:

 \_\_\_\_\_\_ Clinical Site Information Form (CSIF)

 \_\_\_\_\_\_ Contract

\_\_\_\_\_\_ 5. Received completed documents from site.

 \_\_\_\_\_\_ CSIF

 \_\_\_\_\_\_ Contract (with appropriate signatures)

\_\_\_\_\_\_ 6. Submit Contract to the following individuals for their signatures:

 \_\_\_\_\_\_ Department Chairperson

 \_\_\_\_\_\_ VP for Administration & Finance and/or designee

\_\_\_\_\_\_ 7. Return fully executed Contract to clinical site and place clinical site on list for potential student placements.

AGREEMENT made and dated the \_\_\_\_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_\_\_\_\_

between Orange County Community College of Middletown, New York, hereinafter referred to as the COLLEGE and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereinafter referred to as the CENTER with multiple sites listed as addendum.

WHEREAS, the CENTER and the COLLEGE agree to affiliate for the purpose of providing clinical education experiences at the CENTER for Physical Therapist Assistant students registered in the COLLEGE. The clinical education will provide the student with the opportunity to develop increased knowledge, understanding, skills and appropriate attitudes to work effectively as a Physical Therapist Assistant.

NOW, THEREFORE, THEY MUTUALLY AGREE WITH EACH OTHER AS FOLLOWS:

1. The COLLEGE shall be responsible for the following:

(a) Assume full responsibility for planning and implementation of the Physical Therapist Assistant educational program in compliance with standards set forth by the American Physical Therapy Association and NYS Department of Education, including programming administration, curriculum content, faculty appointments, faculty administration, and the requirements for matriculation, promotion, and graduation.

(b) Provide the CENTER staff with an orientation of this educational program and assume full responsibility of overseeing the students to carry out compliance of the CENTER rules, regulations, and dress code of the Physical Therapist Assistant Program insofar as they may pertain to the activities of both institutions while in the CENTER.

(c) Assume the responsibility for selecting and scheduling students in clinic. The COLLEGE will notify the CENTER in advance of its planned schedule of student assignments to clinical areas including the dates, number of students, type of experience requested, and student’s current level of clinical experience.

(d) Provide to all students a list of student policies and responsibilities regarding clinical affiliations; the student will become aware of these policies and responsibilities and acknowledge this awareness by signing a student acknowledgment form.

(e) Be responsible for seeing that the students have had physical exams prior to attending clinic. This exam will remain in effect for one year. The Director of Health Services of the COLLEGE will forward a “Physical Examination Verification Form” to the designated person at the CENTER confirming student’s medical clearance by M.D. (that student meets the basic standards of health while participating in the program as required by state law). If CENTER requires, student can provide a copy of his/her “Health Clearance Form” signed by a school nurse. If CENTER requires student to also provide a copy of his/her personal physical examination, this personal health information must be protected according to HIPAA regulations.

(f) Inform students of their personal responsibility to make arrangements for transportation as well as make arrangements for making up absent days.

(g) Schedule faculty visits to the CENTER clinical site if within 150 mile radius of the COLLEGE or telephone contact if beyond 150 mile radius to receive feedback from the clinical instructor as well as the student. Faculty will also be available for consultation regarding the student’s performance as needed.

 (h) Academic Coordinator of Clinical Education shall evaluate students’ performance to

 determine their ability to integrate didactic and clinical learning experiences and to progress

 within the curriculum.

 (i) To keep all records and reports on the students' clinical experience.

(j) To indemnify the CENTER against any liability, loss, or expense which may result from any negligent act of any student or instructor, and for which the CENTER might otherwise be liable or might otherwise sustain loss or expense. The COLLEGE will be responsible for providing its students with malpractice insurance and agrees to provide proof of insurance and limits of liability clearly stated.

(k) To notify students they are to obtain prior written approval from the COLLEGE and CENTER before publishing any material relative to the clinical experience.

2. The STUDENT shall be responsible for the following:

(a) Adherence to the APTA “Guide for Conduct of the Affiliate Member & Standards of Ethical Conduct for the Physical Therapist Assistant.”

 (b) Adherence to the American Hospital Association’s “Patient Bill of Rights.”

 (c) Adherence to all policies and procedures listed in the Orange County Community COLLEGE Physical Therapist Assistant Department “Clinical Education Policies & Procedures,” the Code of Student Conduct as printed in the College Student Handbook and the PTA Department Student Handbook.

(d) Adherence to CENTER’s rules and regulations, including infection control procedures and maintaining confidentiality.

(e) Maintenance of certification in professional level CPR throughout all affiliations.

 (f) If requested by CENTER, submission of a current “Health Clearance Form” or physical

examination form (within past year), with documentation of immunization/testing records (to include PPD, Rubella titer, Hepatitis B). Hepatitis B waiver is acceptable if applicable.

 (g) Provision of medical clearance from physician (if student being treated for a

 medical/surgical condition) for unrestricted activities in the clinical education site and

 academic laboratory setting.

 (h) Participation in criminal background check if CENTER is allowed to request (based on type of facility/state).

(i) Participation in additional drug testing if required by CENTER; participation in 10 panel drug screen as first year student entering the Physical Therapist Assistant Program.

 (j) Adherence to COLLEGE attendance policy regarding Clinical Education courses.

 (k) Maintenance of professional appearance and conduct at all times.

(l) Provision of own transportation to and from clinical affiliation unless Clinical Instructor requests that student ride with him/her ***during*** the clinical affiliation ***and*** the student agrees in writing to this arrangement.

 (m) Wear program name tag or CENTER’s identification badge either of which must display the

 student’s name and physical therapist assistant student status.

3. The CENTER shall be responsible for the following:

(a) If student is requested to participate in additional drug testing or in a criminal background check in facilities/states that are allowed to request, documents must be fully protected and complete privacy maintained.

(b) Provide clinical instructors who are licensed physical therapists with a minimum of one year's experience and/or certified physical therapist assistants with a minimum of one year's experience. The designated clinical instructors will be exemplary role models as well as be responsible for teaching and supervision of the student while the student is in the CENTER. The ultimate supervision of a physical therapist assistant student, however, shall be by a licensed physical therapist who shall be available to provide on-site supervision, but not necessarily direct personal supervision. (Reimbursement issues may promote a clinic to provide more supervision than is professionally mandated, i.e., “line of site,” “joint treatment.”). All clinical education sites must follow the dictates of their State Practice Act.

(c) The CENTER agrees to inform the COLLEGE of any changes in staffing or in its service program that will affect the clinical education plans for the student assignments.

(d) Provide orientation for the COLLEGE faculty and assigned Physical Therapist Assistant students of the CENTER's facilities, policies and expectations; discuss the student's goals.

(e) Clinical instructors will be aware of their students' exact level in the PTA program (academically and clinically) and can instruct students in new areas related to physical

therapy that have not as yet been taught in the classroom or experienced by the student at a previous clinic. If the CI teaches the student an assessment or treatment method that has not been presented or practiced in the academic setting, the CI is responsible for determining if and when the student should apply the method to a patient under the CI’s supervision. Throughout the clinical affiliation the clinical instructor will supervise the student adequately to insure patient and student safety.

(f) Make available its clinical areas for the student's experience, including the necessary equipment and supplies used in the instruction and practice of Physical Therapist Assisting.

(g) Provide space and facilities for clinical instruction and necessary locker room facilities for the students from the COLLEGE.

(h) Permit the students, at their own expense, to use the CENTER cafeteria when student assignments make this necessary.

(i) Make available emergency medical care to students and visiting academic faculty (if applicable, refer to 1.g.) who may become ill or who may be injured while on duty at the student’s and/or faculty’s own expense. The students and faculty will provide their own medical care, except in emergencies.

(j) Clinical Instructor is to complete and return to the COLLEGE an evaluation form for each student at midterm and at the end of the semester which is objective and informative and documents the student’s performance as defined in the Evaluation of Student Performance Form; timely on‑going feedback will also be provided to all students.

(k) Clinical Instructor is to complete designated portions and sign the General Information page of the “PTA Student Evaluation of Clinical Experience and Clinical Instruction” given to the CI at the end of the semester. (The requested information is to facilitate the PTA Department’s collection of statistical data for required accreditation documentation.)

(l) Ensure that all records relating to a student's performance while with the CENTER shall be made available to the student and not to other persons as required by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232 (g).

(m) Submit an annual evaluation of the program.

(n) Recognize its responsibility in clinical instructor faculty development and send at least one representative to the COLLEGE's clinical educators' meetings whenever possible if not a distant clinical education site.

(o) The CENTER reserves the right to refuse entrance to the clinical area(s) to a student whom the CENTER feels would constitute an immediate danger to patients' safety, or for such other valid and compelling reasons. Such refusal shall be immediately reported to the COLLEGE along with the statement of the CENTER as to whether or not said student or students should be permanently excluded from the CENTER. The final decision to exclude a student from the CENTER rests solely with the CENTER.

4. The equipment owned by the CENTER or COLLEGE will remain the property of each and maintenance, repair, and replacement, whether for normal usage or breakage, be and remain the responsibility of each pertinent institution.

5. Students are not to be considered in the employ of or agents of the CENTER.

6. With regards to HIPAA regulations, students and faculty of the COLLEGE shall respect the confidential nature of all information to which they have access, including but not limited to patients’ personal health information provided to them orally, contained in patient medical records or maintained on the CENTER’s electronic information system.

The COLLEGE shall advise all students and faculty of the importance of complying with all relevant state and federal regulatory agencies and accrediting agencies, confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the COLLEGE agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with CENTER’s policies and procedures relative to HIPAA.

CENTER agrees to provide students and faculty with training regarding CENTER’s policies and procedures relative to HIPAA, Joint Commission on the Accreditation of Healthcare Organizations, administrative record policies and guidelines. COLLEGE and CENTER acknowledge that students and faculty may use patients’ personal health information for educational purposes at CENTER and at COLLEGE. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient to whom it relates.

The parties agree that this Agreement does not give rise to a business associate relationship under HIPAA regulations.

7. Orange County Community COLLEGE is an equal opportunity/affirmative action institution. In accordance with Federal regulations, the New York State Human Rights Law and Section 504 of the Rehabilitation Act of 1973, Orange County Community COLLEGE does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates.

8. This agreement shall become effective immediately and the term thereof shall continue indefinitely unless modified by mutual agreement of the parties, or terminated as provided herein. In the event either party wishes to terminate this agreement, or modify any part thereof, it shall give written notice to the other party of its intention to so cancel the agreement or any modification thereof. Said written notice of intention to cancel shall be given at least one year before the proposed termination date as set forth herein, said period being required because of programming, and printing of catalogs and other requirements of the COLLEGE.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Orange County Community COLLEGE

 Clinical CENTER Educational Institution

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Clinical Director Educational Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Administrator VP for Administration & Finance

***revision: 12/01/09***

Addendum listing multiple sites potentially available for student clinical affiliations:

**NAME OF SITE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**ORANGE COUNTY COMMUNITY COLLEGE**

**Middletown, New York**

**PHYSICAL THERAPIST ASSISTANT DEPARTMENT**

**CRITERIA FOR SELECTING A CLINICAL INSTRUCTOR**

The following is a list of criteria which is to be used in selecting a staff member to serve as a clinical instructor. The list contains personal as well as professional qualification.

**THE CLINICAL INSTRUCTOR MUST:**

Be a licensed physical therapist or a certified physical therapist assistant with a minimum of one year's

clinical experience. However, a licensed physical therapist must be assigned to provide on-site supervision, not necessarily direct personal supervision. All clinical sites must follow the dictates of their State Practice Act and reimbursement requirements.

Want to be involved with the student program and therefore never resent being assigned a student.

Possess such personal traits as enthusiasm, patience, sensitivity to others and be supportive.

Read/follow the set of guidelines provided by the college which outline clinical instructor skills (APTA’s “Physical Therapist Assistant Student Evaluation of Clinical Experience & Clinical Instruction” serves as a guideline to the CI as to the expected clinical instructor behaviors).

Read the "Academic Sequence Summary" and the "Procedures Frequency Chart" which are always attached to the student's evaluation form in order to be aware of the student's present academic level and previous clinical experiences.

Be willing to familiarize himself/herself with the Clinical Performance Instrument (CPI) in order to understand the behavioral objectives and understand the method used for the rating scale and grading system so that it is used in a uniform and objective manner.

Supervise the student who has been assigned appropriately for his/her level of clinical education.

Discuss and demonstrate treatments and procedures with which the student may be unfamiliar to broaden his

learning experience, including allowing the student hands-on experience as soon as possible. If the clinical

instructor teaches the student an assessment or treatment method that has not been presented or practiced in the

academic setting, the clinical instructor is responsible for determining if and when the student should apply the

method to a patient following the CI’s instruction to the student. Throughout the clinical affiliation, the CI will

supervise the student adequately to insure patient and student safety.

Collaborate student’s final CPI with other clinical instructors as appropriate.

Allow time at mid-term and final to discuss the student’s “Evaluation of Clinical Experience & Clinical

Instruction” form; add signature and statistical data to page 3.

Understand role as a teacher and role model rather than just an evaluator.

Be able to attend annual Clinical Educators’ meetings for continuous faculty development.

Participate in continuing education for on-going professional growth.

ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York 10940

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

845/341-4280

**STUDENT ORIENTATION FORM**

STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT DAILY ARRIVAL TIME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOSPITAL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT DAILY DEPARTURE TIME:\_\_\_\_\_\_\_\_\_\_\_\_

CLINICAL INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DID THE FOLLOWING TAKE PLACE:** **CHECKLIST**

1. Tour of hospital/facility \_\_\_\_
2. Tour of Physical Therapy Department \_\_\_\_
3. Introduction to Staff \_\_\_\_
4. Discussion of specific **EMERGENCY PROCEDURES** that student would be expected to

carry out re a code, fire, hazardous wastes, etc. for patient and student safety \_\_\_\_

1. Introduction to Department Procedures, such as:

- Transporting patients \_\_\_\_

 - Chart Review \_\_\_\_

- Writing Progress Notes \_\_\_\_

- Attending In-Service(s) \_\_\_\_

- Discussion of PTA Student’s role in your facility \_\_\_\_

1. Discussion of Student Introduction Form \_\_\_\_
2. Discussion of planned assignments including dates due

 (\*Please note that the PTA Dept. requires the students in all 3 clinics

 to write/present a case study or in-service,)

 **AND IN ALL CASES THIS SHOULD BE DISCUSSED AT THE ORIENTATION.**  \_\_\_\_

1. Discussion of methods to provide feedback to student \_\_\_\_
2. Discussion of Formal Evaluations: the student and his/her Clinical Instructor

 will review his/her Mid-Term Evaluation prior to submitting the form to the

 College; the Final Evaluation will also be discussed in the same manner \_\_\_\_

1. Discussion of use of free time:
	1. lunch period is to be used as the student wishes \_\_\_\_
	2. unscheduled time during the work day should be used observing

and/or assisting other staff performing treatments \_\_\_\_

* 1. reviewing charts \_\_\_\_
	2. reviewing treatments and modalities \_\_\_\_
	3. discussing the affiliation with the clinical instructor \_\_\_\_
	4. researching information for progress notes and/or study \_\_\_\_

 **CHECKLIST**

1. The student will be assigned to a therapist (PT or PTA) in the following manner:
	1. one therapist for the entire affiliation \_\_\_\_
	2. alternating between two therapists throughout the semester \_\_\_\_
	3. rotating to a second therapist at mid-term \_\_\_\_
2. Discussion of dress code: \_\_\_\_

1. Discussion of make-up time in the event of an absence \_\_\_\_
2. The following policies and procedures were discussed:
	1. A student will be an observer only as long as the clinical instructor

 deems it necessary to acquaint the student to a new situation. Stress

 will be placed on giving the student an opportunity to perform in the

 areas of various patient treatments, use of communication skills ... \_\_\_\_

* 1. Throughout the affiliation, there will be discussion and demonstration

 of treatments and procedures, which the student is either unfamiliar

 with, or had at an earlier date and may have forgotten, but will be

 expected to perform \_\_\_\_

* 1. The student will be provided with a copy of the hospital’s policies

 relating to patients’/patients’ families/co-workers rights, privileges

 and safety procedures \_\_\_\_

* 1. Prior to contact with the patient, the student should have read the

 pertinent areas of the patient’s chart to become familiar with the

 diagnosis, physician’s orders, physical therapy evaluation, and treat-

 ment plan. The student is expected to introduce himself/herself and

 explain the method and purpose of the treatment to the patient and

 carry it out. The amount of supervision necessary will be evaluated

 by the clinical instructor with the goal to have the student function

 independently \_\_\_\_

* 1. Students are expected to display initiative in treating patients,

 assisting therapists with treatments, cleaning treatment areas,

 seeking information from therapists and/or available textbooks,

 and discussing the affiliation with the clinical instructor \_\_\_\_

* 1. Other \_\_\_\_

ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York 10940

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

845/341‑4280

NAME OF STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROCEDURES FREQUENCY CHART**

The following chart represents the amount of experience this student has had during his/her clinical affiliation due to either the type of facility or the particular patient load that existed at the time. This chart is completed by the student at midterm and final of Clinical Education I, II, & III. It is forwarded by the College to the student's clinical instructor at his/her next clinical affiliation. This information can be used as a guideline in planning the student's learning experience since it will indicate those areas that the student has not had an opportunity to observe, assist or perform in the previous clinical affiliation.

KEY:

 N = Never observed, assisted or performed

 O = Observed only

\*A = Assisted, but never performed independently

 S = Seldom performed

 M = Moderately performed

 F = Frequently performed

\*If the student feels it is important to distinguish the frequency with which they assisted in a particular task, it may be indicated by As, Am, or Af.

The *Medical Diagnoses Log* filled out by each student provides a comprehensive list of the types of patients treated by them during their clinical experiences, i.e., spinal cord injured, orthopedic, pediatric, etc. Please reiterate below those medical diagnoses most frequently treated by you in each clinical experience.

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 CLINIC I CLINIC II CLINIC III

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 **Clinic Clinic Clinic Clinic Clinic Clinic**

 **I**  **II III I II III**

ultrasound manual traction

combo us/e-stim tilt table

phonophoresis postural drainage

iontophoresis breathing exercise

TENS postural training

hi volt e-stim range of motion

low volt e-stim resistive exercise

mens microcurrent closed chain

vms e-stim relaxation exercises

interferential e-stim facilitation

galvanic/dc e-stim pre/post natal

FES - functional e-stim group ex class

shortwave diathermy isokinetic ex

microwave lift task

infrared CPM

ultraviolet BAPS board

biofeedback bike

cervical traction gait locomotion

pelvic traction elevations

intermittent pressure sit/stand activities

us/whirlpool apply/remove orthotic/prosthetic

 equipment

therapeutic pool pre-prosthetic training

hubbard tank prosthetic training

hydrocollator packs affected limb care

cold packs aseptic techniques

ice massage wound management

contrast bath bed mobility

paraffin dressing

friction massage wheelchair management

trigger point massage transfers

spinal mobilization positioning

dry needling in-service/case study

 progress note writing

 **Clinic Clinic Clinic**

 **I II III**

**TESTS & MEASUREMENTS:**

Aerobic Capacity & Endurance

Arthropometrical Characteristics

Arousal, Mentation Cognition

Assistive, Adaptive, Orthotic,

 Protective, Supportive &

 Prosthetic Devices

Gait, Locomotion & Balance

Integumentary Integrity

Joint Integrity & Mobility

Muscle Performance

Neuromuscular Development

Pain

Posture

Range of Motion

Self-care & Home Management

 & Community or Work

 Reintegration

Ventilation, Respiration &

 Circulation

**PEDIATRIC (optional):**

Assists P.T. w/performing tests & meas.

Dons & doffs orthotic/prosthetic devices

Positions client in adaptive equipment

Uses adaptive/therapeutic equip during tx

Incorporates play activities in tx

Lifts, carries, transfers clients

Uses techniques to modify tone

Educates others re positioning, play,

 home exercise program

Integrates PT services into classroom

Participates in documentation

ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York 10940

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

845/341-4280

**CLINICAL AFFILIATION STUDENT INTRODUCTION FORM**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 PLACE

ADDRESS: PHOTO

 HERE

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (OPTIONAL)

TELEPHONE NUMBER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLINICAL EDUCATION I, II, III

PLACE OF AFFILIATION: \_\_

DAY & HOURS OF AFFILIATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF AFFILIATION:  \_\_\_

HOLIDAYS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*DATE Mid-Term CPI Evaluation is due:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 DATE Final CPI Evaluation is due: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Types of Experiences at previous clinical affiliation(s): Describe type of facility, duties performed:

Clin Ed: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Clin Ed: 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe professional-related experiences, if any, such as summer job or volunteer work:

Describe your specific areas of strength:

Describe your specific areas requiring continued growth:

List any specific learning experiences you hope will be offered at this affiliation:

Indicate any medical problems of which affiliation should be aware:

**GUIDE FOR CONDUCTING APPRAISAL CONFERENCES \*\***

**PURPOSE OF APPRAISAL CONFERENCE**:

1. Convey to student data and impressions relative to progress.
2. Bring student to an accurate understanding of his/her progress.
3. Reinforce strengths.
4. Develop a plan for ameliorating weaknesses.
5. Develop a plan for improving upon strengths.
6. Promote positive instructor/student relationship that facilitates all of the above.

**PREPARATION**:

1. Review purpose of the appraisal conference.
2. Review all relevant student information - define the following in tentative form:
	1. Studied strengths
	2. Studied weaknesses
	3. Developmental plan
3. Anticipate the following:
	1. Reactions of the student
	2. Style of the student in conference
4. Schedule the interview, taking into consideration the following:
	1. Date
		1. convenient date, time for student
	2. Place

privacy

interruptions

psychological impact of office

length of conference (no more than 1 hour)

**BEGINNING THE CONFERENCE**:

1. Begin on time with light discussion of topic of mutual interest to set student at ease.
2. Review purpose of conference.
3. Establish confidential nature of conference.
4. Begin with non-directive approach
	1. Ask student for self-appraisal
	2. Ask open-ended questions do not be too direct in beginning if possible
	3. Ask questions to encourage student to self-evaluate
5. Be open minded and prepare to modify your evaluation based upon students perception of situation.

**CONFERENCE**:

1. Establish a positive atmosphere

* 1. Establish a tone of trust, support, reassurance and confidence
	2. Convey a helping posture
	3. Be sensitive-aware of students reactions
	4. Provide, in general, unconditional positive regard
	5. Be attentive
	6. Encourage mutual participation
	7. Maintain flexible perceptions
	8. Be prepared to modify appraisal on basis of student input
	9. Be honest, but sensitive
	10. Do not conduct psychotherapy
	11. Avoid uncomfortable silences
	12. Paraphrase student’s comments to convey understanding
	13. Engage in facilitation, i.e., encourage communication by manner, gesture or words not specifying kind of information sought

2. Engage in appropriate confrontation when necessary.

3. Attend to nonverbal behaviors posture, eyes, etc.

**EVALUATION OF CONFERENCE**:

1. Describe data which provides basis for your evaluation.
2. Provide a general overview of students performance starting with any weaknesses to students self-evaluation.
3. Cite examples of specific weaknesses based upon data
	1. Relate weaknesses to student self-evaluation
	2. Attempt to reconcile differences between your perceptions and students perceptions
	3. Allow student an opportunity to provide rebuttal
	4. Evaluate performance, not student-provide unconditional positive regard
	5. Do not be afraid of telling it like it is and pointing out all weaknesses
4. Cite examples of specific strengths based upon data

Relate strengths to students self-evaluation

Attempt to reconcile differing perceptions

Provide positive reinforcement and encouragement

**SUGGESTIONS FOR IMPROVEMENT**:

1. Suggest specific strategies to ameliorate weaknesses.
2. Suggest methods to further improve upon strengths.
3. Ask student to suggest strategies.
4. Develop a timetable with deadlines.
5. Define success measures.
6. Commit to writing with signature of student (copy to student).
7. Discuss consequences of failure to improve.

**CONCLUDE THE INTERVIEW**:

1. Ask student to summarize strengths and weaknesses.
2. Ask student to verbally review plan for ameliorating weakness.
3. Summarize strengths, weaknesses and plan.
4. End on encouraging positive note.

**FOLLOW-UP**:

Write up report immediately.

Whenever possible, hold informal or formal progress reviews.

Maintain accurate notes and records.

Modify plan if necessary.

Acknowledge amelioration of weaknesses with positive reinforcement.

\*\*Acknowledgement to:

 Broward Community College

 Dr. Wanda Thomas

ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

**CLINICAL EDCATORS & ADJUNCT FACULTY RIGHTS & PRIVILEGES**

As a member of the Orange County Community College community, you are entitled to a \*faculty identification card and to the privileges associated therewith:

1. Use of the Learning Resource Center and its collection.
2. Use of the Health Club Facilities/Gymnasium.
3. Faculty-priced tickets to all College-sponsored events.
4. Access to cultural, education, and social activities at the Campus.
5. Issuance of a Parking Permit for use in the Faculty & Staff lots.
6. Inclusion in the College Catalog. (CCCEs only)
7. Use of all the Physical Therapist Assistant Department’s audio/visual tapes, films, etc.
8. Attendance at annual Clinical Educators’ meetings, a portion of which is always devoted to faculty development.
9. Assistance in filling staff vacancies.
10. Consultation on professional matters on Local, State & National levels.
11. Sharing of all educational material, i.e., handouts, journal articles, textbooks, etc.
12. Invited to attend College sponsored workshops.

\*Please contact our office (845/341-4291) prior to your visits to the College to obtain your photo ID card and so that we can confirm your faculty status with the staff in the George Shepard Building where the care is processed.

Feel free to contact us if we can provide you with any further information.



ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York 10940

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

845/341-4280 - [Http://www.sunyorange.edu/pta](http://www.sunyorange.edu/pta)

***MANDATORY CASE STUDY OR IN-SERVICE INFORMATION***

We require our PTA students to prepare/present a ***mandatory*** case study or physical therapy- related in-service in all three of their clinical settings. Therefore, we ask that you assist us by discussing this with your student early in the semester to determine the topic and also the date of presentation - typically before the final evaluation is completed. This allows the Clinical Instructor to include comments about the presentation on the evaluation form. (Some clinics select the topic for the student, others allow the student to select the topic which would then be discussed and approved by the CI.)

It is preferred that the topic selection be finalized as soon as is feasible so that the student can spend an appropriate amount of time in the preparation stage.

We feel that the opportunity to present a case study/in-service to you and your staff is extremely valuable in helping the student learn to gather data from different sources, organize it, and communicate it well to others. **Note, students are required to hand in their case studies/in-services during final conferences for each clinical education experience.**

Thank you for assisting us and please feel free to call me if you have any questions at 845/341-4280.

**Addendum: We would request that no more than one main presentation (one case study**

 **or one in-service) be asked of a student, especially if the student is in Clinical**

 **Education I or II while concurrently attending academic classes. Thank you.**

**2020-2021 ACADEMIC YEAR**

**STUDENT PLACEMENT REQUEST FOR CLINICAL AFFILIATION**

Our ACCE has indicated below the clinical affiliation placement(s) being requested for above indicated academic year. Your facility’s SCCE should indicate “YES” or “NO” in the confirmed section(s), sign the form, and return to this office. Please keep a copy for your records. If you have any questions or would like to discuss our request, please call (845) 341-4280. Please respond by **April 1st** (or earlier). Thank You!!!

**Reminder:** A PTA student requires **on-site supervision of a licensed PT** in any setting. **The Clinical Instructor may be a PT or a PTA with at least one year’s experience.**

**Tentative Dates:**

|  |  |  |
| --- | --- | --- |
|  **CLINICAL EDUCATION I**  | **CLINICAL EDUCATION II**  | **CLINICAL EDUCATION III**  |
|  |  |  |
|  **2 days/week x 15 weeks**  |   | **2 days/week x 15 weeks**  |  | **5 days/week x 6 weeks**   |
|  **TUESDAY & THURSDAY**  |   |   | **TUESDAY & THURSDAY**  |  | **MONDAY THRU FRIDAY**  |
|  **Tues., 8/25 – Thurs., 12/3/20**  |   |   | **Tues., 1/19 - Thurs., 5/6/21**  |   | **Mon., 5/17 - Wed., 6/30/21**  |
|    |   |   |  |  |  |
|  **Request:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |  |  | **Request:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |  | **Request:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |
|  **Confirmed: YES NO**  |  |  | **Confirmed: YES NO**  |   | **Confirmed: YES NO**  |
|  **(Circle one)**  |  |  | **(Circle one)**  | **(Circle one)**  |

 **FACILITY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MANDATORY DRESS CODE FOR PTA STUDENTS ATTENDING CLINICAL EDUCATION**

Students must dress in a neat, professional and appropriate manner when participating in Clinical Education Courses.

1. Students must conform to the Physical Therapist Assistant Program’s clinical uniform attire: uniform school shirt, navy, black or khaki pants (dress or docker-style). The above uniform will not expose the stomach;

2. Students may wear a white lab coat over their program uniform (if required by the facility);

3. Sneakers/shoes must be white, black or tan, clean, neat, low in heel height, and closed in;

4. Students must wear their Orange County Community College PTA student name tag at all times;

5. Students must wear an ID badge if provided by the facility;

6. Students are expected to practice good personal hygiene habits at all times;

7. Students must wear an analog wrist watch at all times while in clinic;

8. Additional jewelry, if worn, must be modest in appearance; a maximum of two earrings in each ear lobe is acceptable. Others are not allowed due to infection control policies. Bracelets, rings and necklaces must be simple and not interfere with treatment or professional appearance;

9. Any other body piercing (tongue, umbilicus, etc.) must be removed or secured and covered when at all possible;

10. Tattoos must be covered when at all possible;

11. All hair must be neat in appearance. Long hair must be worn up or tied back off the face. Hats and other hair coverings will only be allowed for religious observation;

12. Certain clinics may require that male students maintain neatly clipped facial hair or be clean shaven.

13. Excessive/extreme make-up, nail polish, perfume, after shave is not allowed;

14. Nails must be short in order to perform techniques such as massage and joint mobilization. False nails must be removed;

15. Gum chewing is not allowed.

Please remember that you are representing the medical profession and Orange County Community College when you are in clinic. Your conduct and appearance is expected to demonstrate that at all times. Failure to adhere to the clinic dress code will result in a written warning from the ACCE and the Clinical Instructor. If this warning is not heeded, removal from clinic will result, with a grade of “F” given.

Any student who arrives at his/her clinical affiliation NOT wearing the required dress code is to be sent home, and we request the Clinical Instructor to notify our PTA Department. The student will need to make up the missed day.

ORANGE COUNTY COMMUNITY COLLEGE

Middletown, New York

PHYSICAL THERAPIST ASSISTANT DEPARTMENT

(845) 341‑4280

**DEVELOPING A CLINICAL EDUCATION LEARNING CONTRACT**

As described by Jill Newman Henry, RPT, MH Ed. from the University of Georgia, “A contract is an agreement between two people which specifies the obligation of each toward achieving an agreed-upon goal or outcome. In clinical education, a contract between student and instructor outlines the specific activities each will do to resolve a problem or reach a goal. The contract should be developed by both parties, agreed upon by both and the outcome evaluated by both. A third person may be useful in the development and evaluation phases to serve as ‘negotiator’ or ‘arbitrator,’ i.e., to have an unbiased viewpoint towards the terms of the contract.”

**IMPORTANT NOTICE:**

**We require that a Learning Contract be written for any student who receives a mark in the Significant Concerns box of the “Clinical Performance Instrument” at Mid-experience (or, if student’s performance deems, earlier or subsequent to a midterm).**

We encourage early documentation via the Learning Contract as soon as a problem or problems are recognized regarding student knowledge, skills, attitude/behavior. We encourage you to contact the Academic Coordinator of Clinical Education (ACCE) to assist you in writing the Learning Contract. You may write a Learning Contract to document many problems or even one problem to aid in student remediation. This packet contains a blank Learning Contract and a sample.

**LEARNING CONTRACT**

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FACILITY:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AREAS OF STRENGTH**:

|  |  |  |  |
| --- | --- | --- | --- |
| **AREAS OF NEED**: | **EXPECTED OUTCOMES:** | **STUDENT PLANS FOR ACHIEVING GOALS:** | **CLINIC PLANS FOR ASSISTING STUDENT:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **AREAS OF NEED**: | **EXPECTED OUTCOMES:** | **STUDENT PLANS FOR ACHIEVING GOALS:** | **CLINIC PLANS FOR ASSISTING STUDENT:** |

DATE DISCUSSED:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RE‑ASSESSMENT DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INSTRUCTOR SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**RE-ASSESSMENT OF STUDENT PERFORMANCE**

**CI COMMENTS:**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 CLINICAL INSTRUCTOR SIGNATURE / DATE

**STUDENT COMMENTS:**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 STUDENT SIGNATURE / DATE

**LEARNING CONTRACT SAMPLE**

STUDENT: **Dana Jones** FACILITY: **ABCD Hospital**

**AREAS OF STRENGTH**: - Knowledge of Anatomy

 - Application of modalities and use of strengthening equipment

 - Communication with PT regarding changes in patient status

|  |  |  |  |
| --- | --- | --- | --- |
| **AREAS OF NEED**:Function more independently oftherapistImprove chart information retrievalContinue to show more initiativeTake personal responsibility for enhancing learning experiences andunderstanding physical therapytheoryImprove problem solving skills | **EXPECTED OUTCOMES:**Effectively treat assigned pt. loadindependently, completing entire tx;and be able to observe/monitor more than one pt. tx at a timeExtract sufficient information frompt’s/client’s chart to prepare foreffective patient treatmentBe an effective part of the team - know where you can assist and what needs to be done without having to be toldHave improved knowledge of physical therapy theory demonstrated by answering questions appropriatelyMake suggestions on how to improve, modify, progress patient’s tx | **STUDENT PLANS FOR ACHIEVING GOALS:**Review chart and patient/client info for use in: planning effective tx for all assigned patients & to aid in carrying out independent tx (from beginning to endSee aboveMaintain flow of patient/client tx by looking for areas to assist without requiring promptingRequest opportunities which will provide experiences to learn, such as during unscheduled time-practice techniques on staff for additional experienceHave specific plan of care to suggest to PT for tx modification (be prepared to suggest alternative tx) | **CLINIC PLANS FOR ASSISTING STUDENT:**Provide Dana with schedule in morning to help student prepare for reviewing charts and determining treatmentsProvide varied opportunities to expand knowledge when Dana expresses interest: teach new techniques when requested as time and situation permits |

|  |  |  |  |
| --- | --- | --- | --- |
| **AREAS OF NEED**:Improve professional communicationComplete assignments as requested and on time | **EXPECTED OUTCOMES:**Communicate with clear, concise instructions; avoiding discussion of personal situationsAll assignments will be submitted on time | **STUDENT PLANS FOR ACHIEVING GOALS:**Limit personal information during conversation with pt/client; provide objective info to encourage and reassure and be more assertive with young pt/client populationSubmit assignments on time | **CLINIC PLANS FOR ASSISTING STUDENT:** |

DATE DISCUSSED: **March 1, 2xxx** RE‑ASSESSMENT DATE: **March 22, 2xxx**

STUDENT SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INSTRUCTOR SIGNATURE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**RE-ASSESSMENT OF STUDENT PERFORMANCE**

**CI COMMENTS:**

Dana has show improvements in all areas described above; seems to have more focus; is more confident in patient interactions; offers good suggestions for changes in pt. treatment (for treatment to be more challenging); and is able to carry out treatment independently. Homework assignment was turned in on time. With Dana’s continuing efforts throughout the remainder of the affiliation, I anticipate a successful outcome.

 **March 22, 2xxx**

 CLINICAL INSTRUCTOR SIGNATURE / DATE

**STUDENT COMMENTS:**

I was afraid to overstep my boundaries, but now I know what is expected and how to better fit in.

 **March 22, 2xxx**

 STUDENT SIGNATURE / DATE

APTA GUIDELINES - CENTER COORDINATORS OF CLINICAL EDUCATION **HOD G06-93-29-52**

1.0 The center coordinator of clinical education (CCCE) has specific qualifications and is responsible for coordinating the assignments and activities of students at the clinical education site.

 2.0 The center coordinator of clinical education demonstrates effective communication and interpersonal skills.

3.0 The center coordinator of clinical education demonstrates effective instructional skills.

4.0 The center coordinator of clinical education demonstrates effective supervisory skills.

 5.0 The center coordinator of clinical education demonstrates effective performance evaluation skills.

 6.0 The center coordinator of clinical education demonstrates effective administrative and managerial skills.

(See also Board of Directors guidelines Guidelines: Center Coordinators of Clinical Education)

Relationship to Vision 2020: Doctor of Physical Therapy; (Academic/Clinical Education Affairs Department, ext 3203) [Document updated: 12/14/2009]

**Explanation of Reference Numbers:**

BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

**APTA GUIDELINES - CLINICAL INSTRUCTORS** HOD G06-93-28-52

1.0 The clinical instructor (CI) demonstrates clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.

2.0 The clinical instructor demonstrates effective communication skills.

3.0 The clinical instructor demonstrates effective behavior, conduct, and skill in interpersonal relationships.

4.0 The clinical instructor demonstrates effective instructional skills.

5.0 The clinical instructor demonstrates effective supervisory skills.

6.0 The clinical instructor demonstrates performance evaluation skills.

(See also Board of Directors guidelines Guidelines: Clinical Instructors)

Relationship to Vision 2020: Doctor of Physical Therapy; (Academic/Clinical Education Affairs Department, ext 3203) [Document updated: 12/14/2009]

**Explanation of Reference Numbers:**

BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

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