



Orange County Community College

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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), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: [703-706-3245](tel:703-706-3245); email: accreditation@apta.org; website: <http://www.capteonline.org>. If you need to contact the program/institution directly, please call 845-341-4291 or email maria.harjes@sunyorange.edu

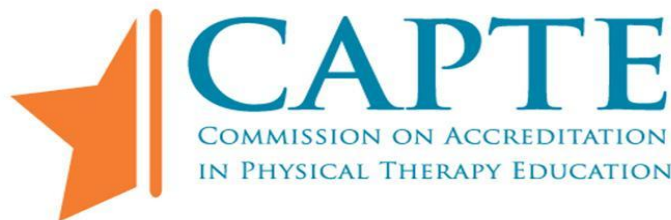


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Introduction

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 becoming skilled health care professionals 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 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 for 24 months from the time of first-class attendance. 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.

Faculty Information

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Orange County Community College's Vision, Mission, Values and Goals

Vision

Strengthening our community, transforming lives

Mission

We are dedicated to student success by providing accessible opportunities for enrichment, exceptional academic programs, and pathways to meaningful employment while fostering lifelong learning.

Values

- We strive for *excellence* in all that we do, ensuring continuous improvement in all endeavors.
- We cultivate a dynamic teaching and learning environment which inspires a spirit of *innovation*, encourages *creativity*, and stimulates *intellectual growth*.
- We nurture a sense of belonging through an *inclusive* and *equitable* environment where diverse perspectives are embraced and every individual has an opportunity to succeed.
- We promote *collaboration* and engage our college community to build partnerships that support and guide *student-centered* initiatives.
- We navigate challenges, learn from setbacks, and develop the mindset for academic and personal growth through *perseverance* and *resilience*.
- We act and decide with *integrity* and *care*, guiding our commitment to the well-being of our students and society

Goals:

Priority 1: Student Support & Success

We will strengthen student success by refining curriculum, enhancing support services, and optimizing flexible learning options. Our work will promote equity, well-being, and lifelong achievement through meaningful educational and career opportunities.

- Objective #1: Refine curriculum design, instructional practices, and learning environments to maximize academic excellence, intellectual curiosity and student success.
- Objective #2: Enhance student support services to provide inclusive and equitable campus experiences that promote success, connection, well-being and personal growth.
- Objective #3: Optimize flexible course scheduling and delivery formats to meet the needs of a diverse student population.
- Objective #4: Advance comprehensive career services that connect students to internships, industry-aligned credentials and continuous career development.

Priority 2: Pathways to Partnership

We will build clear, connected pathways by aligning credit and non-credit offerings and expanding partnerships. These efforts will deepen our regional impact and support the growth of the Newburgh campus.

- Objective #1: Strengthen the SUNY Orange Experience by aligning and integrating credit and non-credit programs, services, and supports.

- Objective #2: Expand partnerships with employers, educational institutions, and community organizations.
- Objective #3: Position of the Newburgh Campus as a regional hub for healthcare education and workforce development.
- Objective #4: Redefine Newburgh campus offerings to align with institutional priorities and available resources, while clarifying and communicating pathways and coursework with transparency and purpose.

Priority 3: Academic & Professional Excellence

We will foster a culture where faculty and staff feel connected, supported, and inspired to contribute. Through purposeful onboarding, inclusive collaboration, and meaningful development, we will strengthen engagement, community, and a shared commitment to student success.

- Objective #1: Refine onboarding process to create a more consistent, supportive, and connected experience to prepare all employees to integrate successfully and contribute meaningfully.
- Objective #2: Foster a positive and inclusive campus culture by strengthening internal communication, collaboration, and a shared purpose and belonging.
- Objective #3: Promote faculty and staff engagement in professional growth and institutional initiatives, with recognition for contributions to student support and success as well as institutional improvement and innovation.

Priority 4: Systems & Spaces

We will modernize systems and spaces to create a more efficient, student-centered college. By improving technology, streamlining processes, and updating infrastructure, we will enhance the campus experience and ensure our systems and spaces meet the evolving needs of the College.

- Objective #1: Optimize systems and streamline internal processes to reduce administrative barriers, improve efficiency, and enhance the SUNY Orange experience.
- Objective #2: Invest in technology that enhances learning, improves student access to resources, and increases institutional data-driven decision-making.
- Objective #3: Transform campus spaces through facilities master planning, including modernized infrastructure and the development of student-centered environments.

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

VISION

Strengthening our community, transforming lives

MISSION

Orange County Community College Physical Therapist Assistant Program strives 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 and 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 that 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 participating in community events

Program/Faculty Goals:

1. Provide role modeling for relationships between 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 ensure 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, who 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, the 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 than 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 their clinical experiences. Upon completion of all clinical experiences, students are expected to be competent in the following areas (including the *Commission on Accreditation in Physical Therapy Education Standards and PTA CPI Performance Criteria (PC#) Matched with Elements for PTA Programs* within the parentheses):

- A. Ethics, Values, and Responsibilities:
 - a. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7B1, PC#1.1)
 - b. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (7D10, PC#1.1)
 - c. 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. (7D13, PC#1.1)
 - d. 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. (7B1, PC#1.1)
 - i. Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services. (7B1, PC#1.1)
 - ii. Exhibits conduct that reflects practice standards that are legal, ethical, and safe. (7B1, PC#1.2)
 - e. Perform duties in a manner consistent with APTA's *Values-Based Behaviors for the Physical Therapist Assistant*. (7B1, PC#1.2)
 - f. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (7D1, PC#1.1)
 - g. Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (7D8, PC#2.1)
 - i. Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner. (7D6, PC#2.1)
 - h. 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#2.2)
 - i. 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. (7D6, PC#3.1)
 - j. Identify basic concepts in professional literature including, but not limited to, validity, reliability, and level of statistical significance. (7D2, PC#3.1)
 - k. Identify and integrate appropriate evidence-based resources to support clinical decision-making for the progression of the patient within the plan of care established by the physical therapist. (7D1, PC#3.1)
 - l. Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver, or healthcare personnel. (7D6, PC#2.2)
 - i. Educates others about the role of the physical therapist assistant. (7D6&7D12, PC#2.1)
 - m. Participating in professional and community organizations provide opportunities for volunteerism, advocacy, and leadership. (7D7, PC#1.3)
 - n. Identify career development and lifelong learning opportunities, including the role of the

physical therapist assistant in the clinical education of physical therapist assistant students.
(7D12, PC#1.3)

B. Patient/Client Management Screening:

- a. 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). (7C2, PC#2.1)
- b. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient's/client's impairments, activity, and participation limitations. (7D1 & 7D12, PC#2.1)

C. Plan of Care:

- a. Communicate an understanding of the plan of care developed by the physical therapist to achieve short- and long-term goals and intended outcomes. (7D1 & 7D12, PC#3.1)
- b. Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consultations, and physical therapy documentation) prior to carrying out the PT plan of care. (7D1&7d12, PC#3.1)
- c. Monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications. (7D1 & 7D12, PC#3.1)
- d. Report any changes in patient/client status or progress to supervise physical therapist. (7D1 & 7D12, PC#3.1)
- e. 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. (7D1 & 7D12, PC#3.1)
 - i. Initiates clarification with the physical therapist. (7D1 & 7D12, PC#3.1)
- f. Contribute to the discontinuation of episodes of care planning and follow-up processes as directed by the supervising physical therapist. (7D1 & 7D12, PC#3.1)

D. Intervention:

- a. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:
 - i. Airway Clearance Techniques: breathing exercises, coughing techniques, and secretion mobilization. (7D3, PC#3.3)
 - ii. Application of Devices and Equipment: assistive/adaptive devices and prosthetic and orthotic devices. (7D3, PC#3.4)
 - iii. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial, and deep thermal agents, traction, and light therapies. (7D3, PC#3.3)
 - iv. Functional Training in Self-Care (activities of daily living) and in Domestic, Education, Work, Community, Social, and Civic Life. (7D3, PC#3.4)
 - v. Manual Therapy Techniques: passive range of motion and therapeutic massage. (7D3, PC#3.2)
 - vi. Motor Function Training (balance, gait, locomotion, developmental activities, etc.). (7D3, PC#3.2)
 - vii. Patient/Client Education (e.g., body mechanics, wheelchair management skills, etc.). (7D3, PC#3.4)
 1. Participates in educating patients and caregivers as directed by supervising physical therapists. (7D6, PC#3.4)
 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. (7D6, PC#3.4)

- viii. 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. (7D3, PC#3.2)
- ix. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal. (7D3, PC#4.2)

E. Test and Measures:

- a. 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:
 - i. 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). (7D2, PC#3.1)
 - ii. Anthropometrical Characteristics: measurements of height, weight, length, and girth. (7D2, PC#3.1)
 - iii. Mental Functions: detect changes in a patient's state of arousal, mentation, and cognition. (7D2, PC#3.1)
 - iv. 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. (7D2, PC#3.2)
 - v. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management, and mobility. (7D2, PC#3.2)
 - vi. 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. (7D2, PC#3.2)
 - vii. Joint Integrity and Mobility: detect normal and abnormal joint movement. (7D2, PC#3.2)
 - viii. 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. (7D2, PC#3.2)
 - ix. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions. (7D2, PC#3.2)
 - x. 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. (7D2, PC#3.1)
 - xi. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities. (7D2, PC#3.1)
 - xii. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device (e.g., goniometer). (7D2, PC#3.2)
 - xiii. 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. (7D2, PC#3.2)
 - xiv. 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. (7D2, PC#4.1)

- b. Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D4, PC#4.1)
- c. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting. (7D4, PC#3.1)

F. Participation in Health Care Environment

- a. Contributes to efforts to increase patient and healthcare provider safety. (7D7, PC#3.1)
 - i. Takes appropriate action in an emergency. (7D5, PC#3.1)
- b. Participate in the provision of patient-centered interprofessional collaborative care. (7D8, PC#2.1)
- c. Participate in performance improvement activities (quality assurance). (7D9, PC#1.3)

G. Practice Management

- a. Describe aspects of organizational planning and operation of the physical therapy services. (7D12, PC#4.2)
- b. Describe accurate and timely information for billing and payment purposes. (7D13, PC#4

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
ENG 101*	Freshman English I	3
BIO 111*	Anatomy & Physiology I	4
PTA 101	PTA I	4
PTA 103	Introduction to Physical Therapy	2
PTA 105	Medical Conditions for the PTA	3
COM 100	Oral Communication	1

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 226	Theory and application of exercise principles, fitness modalities, and wellness concepts	3

3rd Semester (Fall: Second Year)

Course #	Title	Credits
PSY111*	Introduction to Psychology	3
MAT 102 or 120*	Intermediate Algebra or Statistics	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 : 68

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 Course Sequence

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 through Friday)
When: Summer following 4th Semester

*Types of affiliation settings include, but are 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 studied.

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 in each student's skills?

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

- Improvements in student performance, from beginner-level to entry-level, in all categories found within the 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

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 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 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 with 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 from the Clinical Liaison, will visit each clinical site while students are participating in their clinical experiences.

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 and onboarding of new clinical instructors and recommendation of APTA CI Credentialing coursework.

CRITERIA FOR SELECTING A CLINICAL INSTRUCTOR

The following is a list of criteria that are to be used in selecting a clinical instructor. The list contains personal as well as professional qualifications.

THE CLINICAL INSTRUCTOR MUST:

Be a licensed physical therapist or a licensed 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, 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) 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 ensure patient and student safety.

Collaborate students' 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 ongoing professional growth.

Clinical Education Policies and Procedures

Clinical Education Definitions

Academic Coordinator of Clinical Education (ACCE): The licensed Physical Therapist or Physical Assistant employed by the academic institution who plans, develops, supervises, organizes, 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. 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 are 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 that defines the agreement made between the academic facility and the clinical education facility. This document outlines the rights and responsibilities of all parties.

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 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 online. Students may access this information online 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). 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 an appropriate variety of patients, ample learning opportunities, qualified clinical instruction, timely communications with the ACCE, and 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 the clinical session, outlining coverage amounts as agreed upon in the affiliation agreement.

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 students 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 situations 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 the 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 students' clinical education experiences at the affiliation site.
- Notify the Academic Coordinator of Clinical Education (ACCE) of pre-clinical requirements, such as the need for drug screening or a background check, and if the student is responsible for the fees pertaining to obtaining this information.
- Complete the following forms for the academic institution: Contractual Agreement and Clinical Site Information Form (CSIF). Update these forms as required.
- Maintain records on clinical sites and PTA Student Evaluation of Clinical Experience and Clinical Instruction and 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). 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)
- 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 more than 40 hours/week for Clinical Education III or in excess of 8 hours/day (not counting lunch) for Clinical Education I & II. In the event that clinic is open less than 8 hours/day, please call ACCE to discuss alternatives, such as the 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 facility
 - discussion of your expectations for the student during clinical experience
 - the student should be given a Facility - Student Orientation Form 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 the student's completion of his/her clinical affiliation.
- Participate in PTA Employer Program Evaluation Survey, 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).

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 so 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 the 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 regard 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 the 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 student's 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 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, to become familiar with the student evaluation form (CPI) and grading system.
- Continue to attend annual Clinical Educators' Meetings for faculty development and assist in formulating goals/activities for the following year; answer the 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 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 submitted prior to the student's affiliation. This information, in addition to the information contained in the Student Introduction Form, 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 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, 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.
- 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 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 when the student should apply the method to a patient following the CI's instruction to the student. Throughout clinical affiliation, the CI will supervise the student adequately to ensure 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 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 ongoing communication, problem-solving and teamwork.
- Assist students in understanding facility requirements for documentation (progress notes, flow charts, incident reports, etc.) as well as provide opportunities for students to participate in the documentation process.
- Encourage the students' practice of reading and interpreting professional literature.
- Assign students a project to be done across the semester, such as a PTA Mandatory Case Study or In-service (**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 the 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 as administration, quality assurance, financial considerations, supervision of other supportive personnel.
- Assist students in understanding 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 ongoing 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 students 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 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 rescheduling 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 the PTA CPI Web with your student. Document with specifics. Also, include students' absences, 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 the 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 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 students' participation in continued development of knowledge and skills beyond the clinical affiliation 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: 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 forms

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). 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. The student is to keep the form(s) currently.
 - 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 with the SCCE.
 - The Clinical Instructor(s) will add information and sign the General Information page (page 3) and return all sections of the form to the student.
 - Students will submit the form to the 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 College to share the information contained in Sections 15, 17, and 19 only in Section 1 and to NOT share any portion of Section 2 with future PTA students.

SCCE/CI Timeline for Clinical Experience

- Every February, 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 to prepare clinical placements for the upcoming second year PTA students (i.e. Student Placement Request Form Example).
- You will receive the following information regarding student placements: Student Introduction Online Form, Procedures Frequency Chart, Facility - Student Orientation Form, PTA Mandatory Case Study or In-service, PTA Mandatory Dress Code for PTA Students, PTA - CLINICAL EDUCATION POLICIES & PROCEDURES, PTA Clinical Performance Instrument, and PTA 205/206/or 220 Syllabus.
- Students will be contacting you approximately 8 weeks prior to the start date.
- New CIs see the following links: PTA CPI Quick Start Guide Screenshots, PTA CPI New User Training Modules. 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 students the scoring rubric for this clinical experience – see "CPI expectations for each clinical at Final" page of this manual. Also, it can be found in the syllabus for each clinical experience.
- Guide students in the process of being cleared to begin their clinical affiliation at your facility.
- Once a student is cleared up to start their clinical experience at your facility, day 1 should consist of reviewing the expectations of the student. See Facility - Student Orientation Form 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. Brightspace).
- The PTA CPI should be used in determining the 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 up by you before the student can attend your facility. Any further questions regarding this 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 to assist in solving these issues. 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 college faculty member who 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 of 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) to:
 - survey facility
 - meeting 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
 - access to the Clinical Site Information Form (CSIF) online (to be completed online through CSIF - Liaison)
 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
 - c. Policy Statement of Education & Utilization of the PTA (NY State Education Law Article 136, Physical Therapists and Physical Therapist Assistants)
 - d. Standards of Ethical Conduct for the PTA (APTA Guide for Conduct of the Physical Therapist Assistant)
 - e. Developing a Clinical Education Learning Contract
 - f. How to Conduct a Midterm and Final Conference
 - g. PTA Clinical Educators & Adjunct Faculty Rights & Privileges
 - h. Role of the PTA and the PTA Student
 3. Individual Student Forms

- a. Student Introduction Form
 - b. Student Orientation Form
 - c. Summary of Clinical Orientation Form
 - d. Procedures Frequency Chart
 - e. Medical Diagnoses Log
 - f. PTA Clinical Performance Instrument
 - g. PTA Student Evaluation Clinical Experience and Clinical Instruction
 - h. Evaluation of Academic Coordination
 - i. Two-Year Program Evaluation
 - j. Graduate Follow-Up Form
- Maintain liaison between the clinical center and the academic center through faculty visits, emails, telephone calls, meetings, and 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 syllabuses 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 students with access to Clinical Site Information Forms through sign-on for PTA CPI Web.
 - Make appropriate student assignments after reviewing student Clinical Affiliation Preference Form 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" 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 to review the student's performance in all areas of clinic. Review the 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 meetings 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' meetings, 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 the 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 Prospective Physical Therapist Assistant Students” packet, and upcoming college workshops.

Responsibilities of the Students

The Student Physical Therapist Assistant has the following 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) You will be required to complete and submit the following through our secure tracking system EXXAT: a) Background check b) Drug screening c) Health documentation (physical exam, immunization, and program-specific requirements.
- 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 before the start of the Clinic to obtain 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 at least two hours prior to the start of the students’ clinical start time.

- 4) Students will contact the ACCE and CI to arrange a plan to make up clinical times/days. This requires the distinct approval of ACCE to comply with the required clinical hours.
- 5) Perform in a professional, respectful, and safe manner always.
- 6) Submit all work according to the syllabus and to the learning management system announcements/content and through EXAAT.
- 7) Monitor e-mail daily and respond to ACCE within 24 hours.
- 8) Complete CPI at mid-term and final, including comments, sign-offs, and summary sections.
- 9) Complete the PTA Student Evaluation of Clinical Experience and Clinical Instruction at mid-term and final.
- 10) Adhere to HIPAA and confidentiality rules in all communications.
- 11) Contact the ACCE for assistance or guidance in a proactive manner.

Post Clinic Requirements

- 1) Assist CI in the completion/return of materials to the ACCE.
- 2) Submit all materials requested by ACCE for the final conference.
- 3) Meet with ACCE to review the findings of the final CPI and other required documentation.
- 4)

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

- Adhere to the code of student conduct as stated in the Orange County Community Student Handbook. This code applies to 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; and comply with all rules/regulations of the assigned clinical education site.
- Complete a Clinical Affiliation Preference Form.
- 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.
- 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 may apply. Each student should obtain a copy of his/her "Health Clearance Form" obtained through the college's current compliance tracker following submission of the physical exam form, vaccination status, etc.... so that a copy of this information can be submitted to each of his/her three clinical affiliations as requested. The original form is to be retained by the student for the entire school year. 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 a third physical and Mantoux will not be necessary.
 - **NOTE:** The law requires students to have updated documentation to be submitted for various immunizations which are subject to change according to law.
- Along the same lines, students 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.”

- If a student has surgery, hospitalization, a significant change in medical status, or becomes pregnant, the student **must notify the department chair immediately**. Please refer to the PTA Student Handbook; Surgery/Medical Conditions for additional information. The department chair requires that the student has 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, the 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 the contents of the course syllabus, including the student responsibilities section as well as the PTA CPI. All students sign the Student Policies/Responsibilities Acknowledgement Form for their student file.
- Review assigned clinical facility's file (CSIF) prior to attending clinic, Student Information, which includes transportation, required medical information, whether the student may be required to submit to a drug test, and whether a criminal background check is required (check with ACCE). In addition, a Clinical Facility Fact Sheet will be provided to students with the most current information regarding same.
- Provide transportation to and from the clinical affiliations.
- 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 email or present 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 (Please see the PTA Program Student Handbook for further information).
- Certain clinical sites may require additional documentation and testing to be in compliance with the site's requirements.

** Students who are assigned to a clinic that has one or more “short” days (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 early days in January or attending make-up days on Friday or during spring break if the clinic can accommodate and the students' schedule allows. All students are required to make up for 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 the clinic up to one week early.*

- Review infection control, bloodborne pathogens, universal precautions, and management of exposure to blood and other potentially infectious materials.
- 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 the clinic at least 15 minutes prior to the 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 yourself 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 reflection 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. PTA CPI – midterm & final (sign-off on own as well as CI's)
- Call clinical instructor and ACCE (phone or text) to report absences at least 2 hours prior to expected arrival time (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.
- Ok Maximize the learning experience by asking appropriate questions and being alert to all aspects of clinical education experiences. During occasionally 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, and 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 a 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 15 minutes **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.
- 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 the

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 ACCE with current email address, mailing address, physical address, and current job status immediately after graduation and thereafter as changes occur so that the college file will be updated and continuously accurate.
- 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 students’ 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: 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 before licensure, be aware of your responsibility to sign patients’ progress notes with your signature followed by “PTA-limited permittee. “APTA graduate is not to begin working until the limited permit number is issued. If a graduate is working via a 6-month limited permit and has not obtained his/her license 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 Licensed 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 National Physical Therapy Examination (NPTE) 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 at 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 based on 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

- Six to eight weeks prior to the 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.
- On the first day of the clinic, you will need to complete the Summary of the Clinical Orientation Form and submit it to ACCE by the next day. This is very important as your CI’s email address will be their username within the 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 “Reflection” via the learning management system; an example of 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. 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, Medical Diagnoses Log, PTA Student Evaluation Clinical Experience and Clinical Instruction, and completion of page 2 of Midsemester Clinical Education Conference.
- An In-service or Case Study will be completed by the end of each clinical experience; see the following document for Case Study/Inservice Memo to CIs & Students.
- 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.
- Upon completion of your clinical experience, you will then have a Final Conference with ACCE to review your outcomes and to discuss any pertinent issues or concerns. At this conference, you will hand in the following documents: a copy of your case study/in-service, Medical Diagnoses Log, PTA Student Evaluation Clinical Experience and Clinical Instruction, and Evaluation of ACCE & CLINICAL LIAISON by PTA student.

EXXAT COMPLIANCE TRACKER

EXXAT **Compliance Tracker** is an electronic repository that digitally organizes and manages student background screening, document management, and other task-oriented, process-driven requirements. By streamlining the relationship between students, schools, and clinical sites, EXXAT Compliance Tracker effectively keeps the student requirement completion process organized, on track, and on time.

Useful EXXAT Links:

www.exxat.com

How to complete student profile - [Instruction guide](#)

How to upload document - [Instruction guide](#)

Student orientation video - [Click here](#)

How to request Universal – Background check - [Instruction guide](#)

How to request Universal – Drug screening - [Instruction guide](#)

* All Health Professions' students are required to meet the New York State Department of Health immunization and screening requirements for healthcare workers. These requirements **exceed** those for enrollment at college and apply **regardless of age**.

All PTA Students:

- Physical Exam (**annually**, which includes boosting of Mantoux (annual except for “second” dose the first year) tetanus immunization (within 10 years) o Hepatitis Vaccine Series completed, started or waived
 - Lab titers for Rubella, Rubeola, Mumps & Chicken Pox (copies of all lab titers must be attached to physical exam form)
 - All students are required to complete a **Meningitis Information Response Form** indicating they have either received the vaccine in the past 10 years, or that they have read the information and have chosen not to receive the vaccine

1.1: Professionalism – Ethical Practice: Practices according to the guide for conduct; demonstrates respect for self, patient, and colleagues in all situations.	Advanced Beginner	100%
1.2: Professionalism – Legal Practice: Practices according to legal and professional standards.	Advanced Beginner	100%
1.3: Professionalism – Growth: Receptive to feedback, participates in planning, self-assessment and seeks out opportunities to improve skills.	Advanced Beginner	100%
2.1: Interpersonal – Communication: Good with verbal and non-verbal communication with all, adapts to diverse verbal and non-verbal communication styles.	Advanced Beginner	100%
2.2: Interpersonal – Inclusivity: Delivers physical therapy services without consideration for patient diversity and inclusivity for all regardless of age, disability, ethnicity, gender, identity, race, etc.	Advanced Beginner	100%
3.1: Technical/Procedural – Clinical Reasoning – Gathers, interprets and synthesizes information from multiple sources to make effective clinical judgments, applies current knowledge while supporting the PT with clinical activities and patient safety.	Advanced Beginner	100%
3.2: Technical/Procedural – Interventions: Therapeutic Exercise and Techniques	Beginner	100%
3.3: Technical/Procedural – Interventions: Mechanical and Electrotherapeutic Modalities	Beginner	100%
3.4: Technical/Procedural – Interventions: Functional Training and Application of Devices and Equipment	Beginner	100%
4.1: Documentation	Beginner	100%
4.2: Resource Management: Efficient delivery of physical therapy services; time management, use of clinical supplies and equipment	Beginner	100%
Students may receive up to three (3) reminders for missing or late weekly assignments. Failure to submit assignments on time may result in failure of the rotation	P/F	

1.1: Professionalism – Ethical Practice: Practices according to the guide for conduct; demonstrates respect for self, patient, and colleagues in all situations.	Advanced Intermediate	100%
1.2: Professionalism – Legal Practice: Practices according to legal and professional standards.	Advanced Intermediate	100%
1.3: Professionalism – Growth: Receptive to feedback, participates in planning, self- assessment and seeks out opportunities to improve skills.	Advanced Intermediate	100%
2.1: Interpersonal – Communication: Good with verbal and non-verbal communication with all, adapts to diverse verbal and non-verbal communication styles.	Advanced Intermediate	100%
2.2: Interpersonal – Inclusivity: Delivers physical therapy services without consideration for patient diversity and inclusivity for all regardless of age, disability, ethnicity, gender, identity, race, etc.	Advanced Intermediate	100%
3.1: Technical/Procedural – Clinical Reasoning – Gathers, interprets and synthesizes information from multiple sources to make effective clinical judgments, applies current knowledge while supporting the PT with clinical activities and patient safety	Advanced Intermediate	100%
3.2: Technical/Procedural – Interventions: Therapeutic Exercise and Techniques	Intermediate	100%
3.3: Technical/Procedural – Interventions: Mechanical and Electrotherapeutic Modalities	Intermediate	100%
3.4: Technical/Procedural – Interventions: Functional Training and Application of Devices and Equipment	Intermediate	100%
4.1: Documentation	Intermediate	100%
4.2: Resource Management: Efficient delivery of physical therapy services; time management, use of clinical supplies and equipment	Intermediate	100%
Students may receive up to two (2) reminders for missing or late weekly assignments. Failure to submit assignments on time may result in failure of the rotation	P/F	

PTA CLINICAL Ed 220	Student Learning Outcomes	Final	
	1.1: Professionalism – Ethical Practice: Practices according to the guide for conduct; demonstrates respect for self, patient and colleagues in all situations.	Entry- Level	100%
	1.2: Professionalism – Legal Practice: Practices according to legal and professional standards.	Entry- Level	100%
	1.3: Professionalism – Growth: Receptive to feedback, participates in planning, self-assessment and seeks out opportunities to improve skills.	Entry- Level	100%
	2.1: Interpersonal – Communication: Good with verbal and non-verbal communication with all, adapts to diverse verbal and non-verbal communication styles.	Entry- Level	100%
	2.2: Interpersonal – Inclusivity: Delivers physical therapy services without consideration for patient diversity and inclusivity for all regardless of age, disability, ethnicity, gender, identity, race, etc.	Entry- Level	100%
	3.1: Technical/Procedural – Clinical Reasoning – Gathers, interprets and synthesizes information from multiple sources to make effective clinical judgments, applies current knowledge while supporting the PT with clinical activities and patient safety	Entry- Level	100%
	3.2: Technical/Procedural – Interventions: Therapeutic Exercise and Techniques	Entry- Level	100%
	3.3: Technical/Procedural – Interventions: Mechanical and Electrotherapeutic Modalities	Entry- Level	100%
	3.4: Technical/Procedural – Interventions: Functional Training and Application of Devices and Equipment	Entry- Level	100%
	4.1: Documentation	Entry- Level	100%
	Students will receive no reminders for missing or late weekly assignments. Failure to submit assignments on time may result in failure of the rotation	P/F	100%

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 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 courses.

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 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 an 85% or better. If a practical has separate sections, the student must pass each section with a 85% 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 85% 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	MEDICAL CONDITIONS	PTA I	PTA II	KINESIOLOGY
History & Scope of PT -Intro to APTA Role of the PT, PTA & Common Health Care Providers Team Approach to Health Care Communication w/patients and other health care providers Practice Settings -Supervision of the PTA -Supervision of the PTA Student Medical Record Keeping Medical Documentation Cultural Diversity Professionalism in Physical Therapy HIPAA Intro to Terminology of the Guide to Physical Therapist Practice Intro to Standards of Ethical Conduct of the PTA	Homeostasis & Pathogenesis Genetic Factors in Disease Integumentary Disorders Musculoskeletal Disorders Neuromuscular Disorders SCI's Cardiopulmonary & Vascular Disorders Amputees CVA's Gastrointestinal Disorders Endocrine/Metabolic Disorders Oncology Immune Disorders Hematologic Disorders Medical Terminology Tests; Lab Values Diagnostics	First Aid & Safety Vital Signs Body Mechanics Infection Control Bandaging Skin Care & Wound Healing Draping Positioning Bed Rest & Deconditioning Wheelchair Components Wheelchair Management Tilt Table Transfers & Guarding Architectural Barriers Gait Training Assistive Devices Rehab of the Amputee Intro to Orthotics Intro to Prosthetics	Massage MFR Effects of Heat Cryotherapy EMS IR UV Cold laser Hot Packs Paraffin Hydrotherapy Ultrasound Diathermy E Stim Traction Pain Theories Wound Care (modalities) ICP Pharmacology CPM	Planes & Axes Levers Biomechanics Balance Surface Anatomy Joint Structure & Function Muscle Structure & Function Types of Muscle Fibers Types of Contractions Neuro Review Brachial Plexus <u>JT Structure; Muscles</u> <u>Innervations; Actions:</u> Shoulder Girdle Shoulder Elbow Wrist Hand Pelvic Girdle Hip Knee Ankle Foot Trunk & Neck TMJ Respiration Basic Respiratory Exercise Normal Gait Gait Deviations
Scope & Settings of Practice Mini Presentation	Individual Pathology Presentations Group Presentations	3 Article Critiques	Pharmacology Presentation "and Fact Sheet"	Kinesiological Analysis of a Movement

THIRD SEMESTER FALL**FOURTH SEMESTER SPRING**

TESTS & MEASUREMENTS	PTA III	PTA IV	CONTEMPORARY PRACTICE
ROM End Feels Goniometry Flexibility Strength (MMT) Endurance Limb Length, Girth, Vol. Skin Sensation DTRs Pain Balance Coordination Posture Functional Activities Mental Status Normal Development Reflexes Functional Outcome Measures	Muscle Function Types of Contractions Goals of Exercise ROM Stretching Resistive Exercise Aquatic Therapy Industrial PT Common UE Musculoskeletal Disorders Common LE Musculoskeletal Disorders Back Disorders Scoliosis Connective Tissue Diseases Pre & Post Partum Ex SCI Polio & Post Polio Syndrome MS Guillain-Barre ALS Peroneal Muscular Atrophy Peripheral Nerve Injuries Hand Splints Peds Ortho Radiology Mat Activities	Motor Control Motor Learning <u>Peds:</u> - CP - Spina Bifida - Downs Syndrome - MD - Osteogenesis Imperfecta - SMA - Arthrogryposis - CF - Preemie - Child Abuse - Autism - Peds Cardiac NDT Sensory Integration PNF/Lumbar Stabilization Geriatric Conditions Cardiopulmonary Dysfunction Amputees/Prosthetics Head Trauma/TBI Neuro Rehab Lab Values/Diagnostics Women's Health	Health Insurance NYS Education Law Legal Issues Ethical Issues APTA/PTA Caucus Resumes & Interviews Guide to Physical Therapy Practice Fiscal/Reimbursement Issues Palliative Care/Death & Dying
Mandatory In-Service or Case Study for Clinic	Clinical Ed I: 3 SOAP/HEP Programs Mandatory In-Service or Case Study for Clinic	3 Narrative Notes Clinical Education II: (4th Semester) Mandatory In-Service or Case Study for Clinic Wellness Fair Project	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
POLICY
Complaint Process

Objective: To ensure that 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 will be those that fall outside the 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 a person issuing a complaint wishes to remain anonymous, then this will be indicated on the form.
2. Blank “Complaint Forms” will be 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 ensure 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 ensure that all steps were taken to resolve the 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 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 proof.
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.

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: _____

Nature of the
complaint _____

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

Immediate action taken:

SIGNATURE of person recording complaints:

PRINT name of person recording complaint:

Additional Space as needed:

Follow-up:

FOLLOW-UP SIGNATURE: _____ **DATE:** _____

Review:

SIGNATURE of Department Chairperson: _____ **DATE:** _____

DEPARTMENT MEETING REVIEW DATE: _____

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:

<u>Setting</u>	<u>Preference (label this column with 1st & 2nd)</u>
Hospital	
Skilled Nursing Facility	
Outpatient/Orthopedics	
Pediatrics	
VA Hospital	
Acute Rehab Facility	
Home Care (if available)	
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 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, et

Checklist for Onboarding New Clinical Affiliation Sites

Site Name: _____

- _____ 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. Visit site, meet with staff, discuss clinical education processes, provide documentation on responsibilities, and answer questions. ACCE to provide the following documents to SCCE if deemed appropriate:
- _____ Clinical Site Information Form (CSIF – online submittal)
- _____ Contract
- _____ 4. Received completed documents from site.
- _____ CSIF (online via APTA CSIF Web)
- _____ Contract (with appropriate signatures)
- _____ 5. Submit Contract to the following individuals for their signatures:
- _____ Department Chairperson
- _____ VP for Administration & Finance and/or designee
- _____ 6. Return fully executed Contract to clinical site and place clinical site on list for potential student placements.

Contract

AGREEMENT made and dated the _____ day of _____, 20____

between Orange County Community College of Middletown, New York, hereinafter referred to as the COLLEGE and

(NAME)

(ADDRESS)

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 all students with 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 the CENTER requires students 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 decide for transportation as well as make arrangements for making 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 students' 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 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 related 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 physicians (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 screens 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 always conduct.
 - (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 status.
3. The CENTER shall be responsible for the following:
- (a) If a 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 sight," "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 has 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 when the student should apply the method to a patient under the CI's supervision. Throughout clinical affiliation the clinical instructor will supervise the student adequately to ensure 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; 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 a refusal shall be immediately reported to the COLLEGE along with the statement of the CENTER as to whether said student or student should be permanently excluded from the CENTER. The final decision to exclude a student from the CENTER rests solely with the CENTER.

(p) To indemnify the COLLEGE against any liability, loss, or expense which may result from any negligent act of any CENTER employee, and for which the COLLEGE might otherwise be liable or might otherwise sustain loss or expense.

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 privacy and security provisions of HIPAA and to advise them of the importance of complying with CENTER's policies and procedures related to HIPAA.

CENTER agrees to provide students and faculty with training regarding CENTER's policies and procedures related 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 based on age, color, religion, creed, disability, marital status, veteran status, national status, 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 for five years from the date this contract is fully executed, 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 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.

Clinical CENTER

Orange County Community COLLEGE
Educational Institution

Clinical Director

Date

Educational Director

Date

Administrator

Date

VP for Administration & Finance

Date

revision: 01/09/2023

Addendum listing multiple sites potentially available for student clinical affiliations:

NAME OF SITE: _____

ADDRESS: _____

NAME OF SITE: _____

ADDRESS: _____

NAME OF SITE: _____

ADDRESS: _____

NAME OF SITE: _____

ADDRESS: _____

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT
845/341-4473

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 <u>specific</u> EMERGENCY PROCEDURES that <u>students</u> would be expected to carry out re a code, fire, hazardous wastes, etc. for patient and student safety | _____ |
| 5. | 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 |

_____ |
| 6. | Discussion of Student Introduction Form | _____ |
| 7. | Discussion of planned assignments including due dates
(*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. |

_____ |
| 8. | Discussion of methods to provide feedback to students | _____ |
| 9. | 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 | _____ |
| 10. | Discussion of the use of free time: | |
| a. | lunch period is to be used as the student wishes | _____ |
| b. | Unscheduled time during the workday should be used observing and/or assisting other staff perform treatments | _____ |
| c. | reviewing charts | _____ |
| d. | reviewing treatments and modalities | _____ |
| e. | discussing the affiliation with the clinical instructor | _____ |
| f. | researching information for progress notes and/or study | _____ |

CHECKLIST

11. The student will be assigned to a therapist (PT or PTA) in the following manner:
 - a. one therapist for the entire affiliation _____
 - b. alternating between two therapists throughout the semester _____
 - c. rotating to a second therapist at mid-term _____
12. Discussion of dress code: _____
13. Discussion of make-up time in the event of an absence _____
14. The following policies and procedures were discussed:
 - a. 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 ... _____
 - b. Throughout the affiliation, there will be discussion and demonstration of treatments and procedures, which the student is unfamiliar with with, or had at an earlier date and may have forgotten, but will be expected to perform _____
 - c. The student will be provided with a copy of the hospital's policies relating to patients'/patients' families/co-worker's rights, privileges and safety procedures _____
 - d. Prior to contacting the patient, the student should have read the pertinent areas of the patient's chart to become familiar with the diagnosis, physician orders, physical therapy evaluation, and treatment 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 _____
 - e. 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 _____
 - f. Other _____

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT
845/341-4473

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 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.

CLINIC I	CLINIC II	CLINIC III

Clinic I	Clinic II	Clinic III	Clinic I	Clinic II	Clinic 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 I	Clinic II	Clinic III
TESTS & MEASUREMENTS:		
<u>Aerobic Capacity & Endurance</u>		
<u>Anthropometrical Characteristics</u>		
<u>Arousal, Mentation Cognition</u>		
<u>Assistive, Adaptive, Orthotic, Protective, Supportive & Prosthetic Devices</u>		
<u>Gait, Locomotion & Balance</u>		
<u>Integumentary Integrity</u>		
<u>Joint Integrity & Mobility</u>		
<u>Muscle Performance</u>		
<u>Neuromuscular Development</u>		
<u>Pain</u>		
<u>Posture</u>		
<u>Range of Motion</u>		
<u>Self-care & Home Management & Community or Work Reintegration</u>		
<u>Ventilation, Respiration & Circulation</u>		
<u>PEDIATRIC (optional):</u>		
<u>Assists P.T. w/performing tests & meas.</u>		
<u>Dons & doffs orthotic/prosthetic devices</u>		
<u>Positions client in adaptive equipment</u>		
<u>Uses adaptive/therapeutic equip during tx</u>		
<u>Incorporates play activities in tx</u>		
<u>Lifts, carries, transfers clients</u>		
<u>Uses techniques to modify tone</u>		
<u>Educates others re positioning, play, home exercise program</u>		
<u>Integrates PT services into classroom</u>		
<u>Participates in documentation</u>		

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT
845/341-4473

CLINICAL AFFILIATION STUDENT INTRODUCTION FORM

NAME:

ADDRESS: (street, town, state, zip):

CELLULAR NUMBER:

CLINICAL EDUCATION EXPERIENCE

PLACE OF AFFILIATION:

DAY & HOURS OF AFFILIATION:

DATE OF AFFILIATION:

HOLIDAYS/BREAKS:

***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. _____

Clin Ed: 2. _____

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 MIDTERM AND FINAL CONFERENCES

PURPOSE OF MIDTERM AND FINAL CONFERENCES:

1. Convey student data and impressions related 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 strengths.
6. Promote positive instructor/student relationships that facilitate all the above.

PREPARATION:

1. Review purpose of the midterm and final conferences.
2. Review all relevant student information - define the following in tentative form:
 - a. Studied strengths
 - b. Studies
 - c. Developmental plan
3. Anticipate the following:
 - a. Reactions of the student
 - b. Style of the student in conference
2. Schedule the interview, taking into consideration the following:
 - a. Date
convenient date, time for student
 - b. 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 students at ease.
2. Review purpose of conference.
3. Establish confidential nature of conference.
4. Begin with a non-directive approach
 - a. Ask student for self-appraisal
 - b. Ask open-ended questions B to do not be too direct in beginning if possible
 - c. Ask questions to encourage students to self-evaluate
5. Be open minded and prepare to modify your evaluation based upon student=s perception of situation.

CONFERENCES:

1. Establish a positive atmosphere
 - a. Establish a tone of trust, support, reassurance and confidence
 - b. Convey a helping posture
 - c. Be sensitive-aware of student=s reactions
 - d. Provide, in general, unconditional positive regard
 - e. Be attentive
 - f. Encourage mutual participation
 - g. Maintain flexible perceptions
 - h. Be prepared to modify appraisal on basis of student input
 - i. Be honest, but sensitive
 - j. Do not conduct psychotherapy

- k. Avoid uncomfortable silences
 - l. Paraphrase student's comments to convey understanding
 - m. 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 B posture, eyes, etc.

EVALUATION OF CONFERENCE:

1. Describe data which provides the basis for your evaluation.
2. Provide a general overview of student performance starting with any weaknesses to student self-evaluation.
3. Cite examples of specific weaknesses based upon data
 - a. Relate weaknesses to student self-evaluation
 - b. Attempt to reconcile differences between your perceptions and student=s perceptions
 - c. Allow students an opportunity to provide rebuttal
 - d. Evaluate performance, not student-provide unconditional positive regard
 - e. Do not be afraid of telling it like it is and pointing out all weaknesses
2. Cite examples of specific strengths based upon data
 - Relate strengths to student=s 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 strength.
3. Ask students to suggest strategies.
4. Develop a timetable with deadlines.
5. Define successful measures.
6. Commit to writing with signature of student (copy to student).
7. Discuss consequences of failure to improve.

CONCLUDE THE INTERVIEW:

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

FOLLOW-UP:

Write the 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 EDUCATORS & 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, educational, 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 card 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
845/341-4473 - [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 the date of the 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 845/341-4473.

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.

20XX-20XX 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) 341-4473. 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.**

CLINICAL EDUCATION I	CLINICAL EDUCATION II	CLINICAL EDUCATION III	<u>Tentative Dates:</u>
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., 5/6/20	Mon., 5/16 - Wed., 6/26/20	
Request: _____	Request: _____	Request: _____	
Confirmed: YES NO (Circle one)	Confirmed: YES NO (Circle one)	Confirmed: YES NO (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. 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 always wear their Orange County Community College PTA student name tag.
5. Students must wear an ID badge if provided by the facility.
6. Students are expected to always practice good personal hygiene habits.
7. Students must always wear an analog wristwatch while in the clinic.
8. Additional jewelry, if worn, must be modest in appearance; a maximum of two earrings in each earlobe 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 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 always demonstrate that. 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) 341-4473

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 after 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 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:

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DATE DISCUSSED: _____ RE-ASSESSMENT DATE: _____

STUDENT SIGNATURE: _____ INSTRUCTOR SIGNATURE: _____

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:	EXPECTED OUTCOMES:	STUDENT PLANS FOR ACHIEVING GOALS:	CLINIC PLANS FOR ASSISTING STUDENT:
Function more independently of therapist	Effectively treat assigned pt. load independently, completing entire tx; and be able to observe/monitor more than one pt. tx at a time	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 end)	Provide Dana with a schedule in the morning to help students prepare for reviewing charts and determining treatments
Improve chart information retrieval	Extract sufficient information from pt's/client's chart to prepare for effective patient treatment	See above	
Continue to show more initiative	Be an effective part of the team - know where you can assist and what needs to be done without having to be told	Maintain flow of patient/client tx by looking for areas to assist without requiring prompting	
Take personal responsibility for enhancing learning experiences and understanding physical therapy theory	I have improved the knowledge of physical therapy theory demonstrated by answering questions appropriately	Request opportunities which will provide experiences to learn, such as unscheduled time-practice techniques on staff for additional experience	Provide varied opportunities to expand knowledge when Dana expresses interest: teach new techniques when requested as time and situation permits
Improve problem solving skills	Make suggestions on how to improve, modify, progress patient's tx	Have specific plan of care to suggest to PT for tx modification (be prepared to suggest alternative tx)	

RE-ASSESSMENT OF STUDENT PERFORMANCE

CI COMMENTS:

Dana has shown 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 can 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

N 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: Clinical Instructors)

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

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