



# TECHNICAL COLLEGE OF THE LOWCOUNTRY

Mailing address: P.O. Box 1288  
Beaufort, SC 29901-1288  
1-800-768-8252  
[www.tcl.edu](http://www.tcl.edu)

## Division of Health Sciences Physical Therapist Assistant Program Clinical Education Manual

## **The Physical Therapist Assistant Program Clinical Education Manual**

The Physical Therapist Assistant Program Clinical Education Manual serves to supplement the current college catalog and student handbook in order to provide additional guidance for the clinical education faculty and the students enrolled in the clinical education components of the Physical Therapist Assistant Program at Technical College of the Lowcountry. Clinical education is a crucial part in the physical therapist assistant program curriculum as it prepares students for entry level practice. This manual outlines policies specific to the clinical education of physical therapist assistant students. It also provides a framework for student performance and behaviors. Students are expected to become familiar with the content of this manual. Should a student have questions or concerns related to the content of this manual, he or she should contact the Academic Coordinator of Clinical Education immediately for clarification and resolution.

### **Accreditation Status**

The Technical College of the Lowcountry PTA Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE); 3030 Potomac Avenue, Suite 100 Alexandria, VA 22305-3085, phone: 800-999-2782 (APTA); email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

### **Statement of Non-Discrimination**

The Technical College of the Lowcountry is committed to a policy of equal opportunity for all qualified applicants for admissions or employment without regard to race, gender, national origin, age, religion, marital status, veteran status, disability, or political affiliation or belief. All programs, activities, rights and privileges generally accorded or made available are provided on a nondiscriminatory basis.

### **Americans with Disabilities Act**

In accordance with the mission of the Technical College of the Lowcountry to provide quality affordable education to all citizens of the service area, the College complies with the requirements of the Americans with Disabilities (ADA). The President of the Technical College of the Lowcountry has appointed an ADA Coordinator and established an ADA committee to implement procedures in compliance with the Americans with Disabilities Act. The ADA contacts are: Director of Student Support Services (843-525-8228) and Vice President of Finance (843-525-8251).

The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the first ten business days of the academic term.

### **Complaints**

If someone has a complaint or concern is in regards to the PTA Program or the ACCE, please contact the PTA Program Director Director, Kara Santana PT, DPT, at [ksantana@tcl.edu](mailto:ksantana@tcl.edu) or 843-525-8335. If the complaint or concern is in regard to the PTA Program Director please contact the Health Sciences Dean, Joey Swearingen PT,DPT, ATC at [jswearingen@tcl.edu](mailto:jswearingen@tcl.edu) or 846-525-8230. Concerns or complaints may arise that are outside the scope of clinical education or that cannot be resolved by communication with the Technical College of the Lowcountry PTA Program faculty. Individuals may use the "Contact TCL" link on the TCL web page to file such concerns. Remarks submitted via the website are first read by a member of the TCL public relations department. The public relations department will forward the complaint to the appropriate personell. If there were a complaint against the PTA Program, it will first be forwarded to the Health Sciences Division Dean, who will

then discuss it with the PTA Program Director. Once an investigation is completed, the PTA Program Director, the Division Dean and the Vice President for Academic Affairs will then review the findings and determine the appropriate course of action. A log of all PTA program complaints is maintained by the PTA Program Director. There will be no retaliation by the program or college against an individual who files a complaint against the program.

If someone has a complaint regarding program accreditation status they can contact CAPTE. Please see section below “Process for Filing a Complaint with CAPTE” for details on this complaint process.

### **Process for Filing a Complaint with CAPTE**

If complaints are regarding program accreditation; a formal complaint may be filed with CAPTE in the format provided by the Department of Accreditation. Complaints may not be submitted anonymously. CAPTE will act only on a concern when one or more of the practices or conditions indicate that the program may not be in compliance with the Evaluative Criteria for Accreditation or CAPTE’s expectations related to academic integrity. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703-706-3245 or [accreditation@apta.org](mailto:accreditation@apta.org). The formal complaint process can be accessed in the Accreditation Handbook, available through the CAPTE website ([www.capteonline.org](http://www.capteonline.org)). There will be no retaliation by the program or college against an individual who files a complaint against the program.

Questions regarding information contained in this manual should be addressed to:

Kara Santana PT, DPT  
 Director Physical Therapist Assistant Program  
 843-525-8335  
[ksantana@tcl.edu](mailto:ksantana@tcl.edu)

Or

Kari Canfield PTA, BS-HCS  
 Academic Coordinator of Clinical Education (ACCE) / Instructor  
 843-525-8213  
[kcanfield@tcl.edu](mailto:kcanfield@tcl.edu)

### **PHYSICAL THERAPIST ASSISTANT PROGRAM CONTACT INFORMATION**

<b>Name</b>	<b>Title</b>	<b>Telephone</b>	<b>Office</b>	<b>E-Mail</b>
Kara Santana PT, DPT	Program Director	525-8335	4/113	<a href="mailto:ksantana@tcl.edu">ksantana@tcl.edu</a>
Kari Canfield, PTA BS-HCS	Academic Coordinator of Clinical Education / Instructor	525-8213	4/126	<a href="mailto:kcanfield@tcl.edu">kcanfield@tcl.edu</a>
Joey Swearingen PT, DPT, ATC	Dean Health Sciences Division	525-8230	4/109	<a href="mailto:jswearingen@tcl.edu">jswearingen@tcl.edu</a>
LaQuetta Washington	Administrative Assistant	525-8378	4/110	<a href="mailto:lpwashington@tcl.edu">lpwashington@tcl.edu</a>
Brenda Thompspon	Administrative Assistant	525-8267	4/115	<a href="mailto:bthompson@tcl.edu">bthompson@tcl.edu</a>

## TABLE OF CONTENTS

<b>SECTION I PROGRAM INFORMATION</b>	6-12
1-1 Program Summary	
1-2 Program Mission	
1-3 Program Goals	
1-4 Program Outcomes	
1-5 Program Curriculum	
<b>SECTION II CLINICAL EDUCATION INFORMATION</b>	13-25
2-1 Overview of the TCL Clinical Education Program	
2-2 Evaluation of Student Performance	
2-3 Summary Table of Fulltime Clinical Experiences	
2-4 Clinical Education Roles and Responsibilities	
2-5 General Clinical Education Policies and Procedures	
2-5.1 Memorandum of Agreement	
2-5.2 Clinical Site Data Sheet	
2-5.3 Clinical Site Assignments	
2-5.4 Student Dress Code and Personal Appearance	
2-5.5 Student Attendance	
2-5.6 Grading Policy	
2-5.7 TCL Criteria for Clinical Site Selection	
2-5.8 TCL Criteria for Clinical Instructor Selection	
2-5.9 Clinical Visits by TCL PTA Faculty	
2-5.10 Clinical Site Assessment	
2-5.11 Incident Reports	
2-5.12 Procedures for Discontinuing a Clinical Education Experience	
2-5.13 Clinical Remediation/Dismissal Policy	
2-5.14 Weekly Planning Form	
<b>SECTION III FOR THE CLINICAL INSTRUCTOR</b>	25-28
3-1 Planning and Designing the Clinical Education Experience	
3-2 Assessment of the Clinical Instructor	
3-3 Clinical Faculty Rights and Privileges	
3-4 Clinical Faculty Professional Development	

<b>APPENDIX A</b>	<b>PTH 252 Clinical Performance Tool.....</b>	<b>30-34</b>
<b>APPENDIX B</b>	<b>Clinical Orientation Checklist .....</b>	<b>35</b>
<b>APPENDIX C</b>	<b>Weekly Feedback Forms .....</b>	<b>36-38</b>
<b>APPENDIX D</b>	<b>Professional Behaviors .....</b>	<b>39-44</b>
<b>APPENDIX E</b>	<b>Clinical Site Visit Form.....</b>	<b>45-46</b>
<b>APPENDIX F</b>	<b>Student Evaluation Form.....</b>	<b>47</b>
<b>APPENDIX G</b>	<b>Clinical Instructor Evaluation Form.....</b>	<b>48</b>
<b>APPENDIX H</b>	<b>Clinical Instructor Development Plan .....</b>	<b>49</b>
<b>APPENDIX I</b>	<b>Clinical Education Agreement Form.....</b>	<b>50-51</b>
<b>APPENDIX J</b>	<b>Clinical Site Data Sheet.....</b>	<b>52-58</b>
<b>APPENDIX K</b>	<b>Learning Contract .....</b>	<b>59</b>
<b>APPENDIX L</b>	<b>Clinical Fact Sheets .....</b>	<b>60-65</b>
<b>APPENDIX M</b>	<b>Clinical Education Rubric.....</b>	<b>66-67</b>
<b>APPENDIX N</b>	<b>Clinical Placement Planning Form .....</b>	<b>68</b>
<b>APPENDIX O</b>	<b>Final Case Study Rubric .....</b>	<b>69</b>
	<b>Clinical Manual Acknowledgement Form .....</b>	<b>70</b>

## **SECTION I: PROGRAM INFORMATION**

### **1.1 Program Summary**

The Physical Therapist Assistant (PTA) Program at Technical College of the Lowcountry (TCL) is a two-year, five semester program leading to an Associate Degree in Health Sciences. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Course work in the program consists of classes in general education, health-related sciences and technical course work. Formal clinical education experiences are completed during the final year.

### **1.2 Program Mission**

The mission of the Physical Therapist Assistant Program at Technical College of the Lowcountry is to prepare technically competent Physical Therapist Assistants that provide quality physical therapy services within a rapidly changing healthcare environment.

To support this mission, the Physical Therapist Assistant Program provides a comprehensive curriculum that:

- Prepares the physical therapist assistant student with the knowledge and abilities necessary for entry level practice.
- Prepares the physical therapist assistant students to work under the direction and supervision of a licensed physical therapist in a safe and effective manner.

### **1.3 Program Goals**

1. Student: To graduate students that demonstrate competency in the skills necessary for entry level practice, and who can function effectively and safely under the direction and supervision of a physical therapist.
2. Program: The PTA Program will provide a variety of effective learning experiences including classroom, laboratory, interprofessional, service learning, and clinical education.
3. Faculty: The PTA Faculty will be effective in teaching and delivery of information.
4. Faculty: The PTA core faculty will be engaged in service to the college.

### **1.4 Program Outcomes**

Graduates of the Physical Therapist Assistant Program are able to:

1. Work under the direction and supervision of a licensed physical therapist in a safe and effective manner.
2. Comprehend the scientific basis for the physical therapy treatment plans established by the licensed physical therapist.
3. Collaborate with the supervising licensed physical therapist regarding patient progress.
4. Interact with patients and families in a manner that provides the desired psychosocial support including the recognition of cultural, developmental, and socioeconomic differences.

5. Communicate verbally and non-verbally with physical therapists and other health care professionals in a positive and effective manner.
6. Demonstrate ethical and professional behaviors that reflect a commitment to the profession of physical therapy.
7. Identify career development and lifelong learning opportunities.

### **1.5 Program Curriculum**

The Physical Therapist Assistant (PTA) Program at Technical College of the Lowcountry (TCL) is a rigorous and challenging curriculum. The curriculum is designed as a progression of increasing complexity. Pre-requisites and co-requisites thus have been established for each technical course within the program. All PTA courses (indicated with the course abbreviation PTH) must be taken in the semester indicated below:

**Physical Therapist Assistant Associate in Applied Science Degree (PTA.AAS).** All courses must be completed with a grade of "C" or better.

<b>FALL SEMESTER</b>			Lecture	Lab/Clinical	Credit Hours	Contact Hours
BIO	210	Anatomy & Physiology I	3	3	4	6
ENG	101	English Composition I	3	0	3	3
MAT	120	Probability & Statistics	3	0	3	3
PTH	101	Physical Therapy Professional Preparation	1	3	2	4
PTH	205	Physical Therapy Functional Anatomy	3	3	4	
PTH	221	Pathology I	2	0	2	3
PTH	235	Interpersonal Dynamics	2	0	2	2
<b>SEMESTER CREDIT HOUR TOTAL: 20</b>						

<b>SPRING SEMESTER</b>			Lecture	Lab/Clinical	Credit Hours	Contact Hours
BIO	211	Anatomy & Physiology II	3	3	4	6
PSY	201	General Psychology	3	0	3	3
ENG	102	English Composition II	3	0	3	3
PTH	105	Introduction to Kinesiology	2	3	3	5
PTH	206	Therapeutic Procedures	1	3	2	4
PTH	226	Therapeutic Exercise	2	3	3	5
<b>SEMESTER CREDIT HOUR TOTAL: 18</b>						

<b>SUMMER SEMESTER</b>			Lecture	Lab/Clinical	Credit Hours	Contact Hours
PTH	202	Physical Therapy Modalities	3	3	4	6
PTH	242	Orthopedic Management	4	0	4	4
PTH	252	Clinical Practice	0	6	2	120 Hours
<b>SEMESTER CREDIT HOUR TOTAL: 10</b>						

<b>FALL SEMESTER</b>			Lecture	Lab/Clinical	Credit Hours	Contact Hours
PTH	244	Rehabilitation	2	6	4	8
PTH	270	Special Topics in Physical Therapy	3	0	3	3
PTH	275	Advanced Professional Preparation	1	0	1	1
<b>SEMESTER CREDIT HOUR TOTAL: 8</b>						

<b>SPRING SEMESTER</b>			Lecture	Lab/Clinical	Credit Hours	Contact Hours
PTH	264	Clinical Education II	0	15	5	200 Hours
PTH	274	Clinical Education III	0	15	5	280 Hours
Approved Humanities Elective			3	0	3	3
<b>SEMESTER CREDIT HOUR TOTAL: 13</b>						
<b>TOTAL PROGRAM CREDITS: 69</b>						

The following is a brief description of each of the above PTA courses (indicated with the course abbreviation PTH):

**PTH 101: Physical Therapy Professional Preparation:** This course is an introductory study of the purpose, philosophy, history and current scope of physical therapy. The roles and responsibilities of the physical therapist assistant within the profession of physical therapy are presented and discussed within the context of the Physical Therapy Practice Act for the State of South Carolina. Training in Occupational Safety and Health Administration (OSHA) Guidelines is also completed and the applications of such Guidelines are discussed within the safe practice of physical therapy. Training regarding the Health Insurance Portability and Accountability Act (HIPAA) is also completed and discussed as related to the ethical and legal practice of physical therapy. The appropriate use of infection control



procedures in the provision of physical therapy interventions is presented and discussed. Proper body mechanics are practiced. Patient care techniques including gait training and transfer training are presented and practiced. An introduction to medical and legal documentation within the profession of physical therapy is provided. Concepts related to professional behaviors are presented and discussed.

**PTH 202: Physical Therapy Modalities:** This course introduces patient care techniques, including patient preparation and therapeutic hot and cold modalities. The use of selected modalities by the physical therapist assistant is presented and practiced within the context of the plan of care as developed by a licensed physical therapist. Appropriate communication and documentation of patient care activities and status is examined and practiced.

**PTH 205: Physical Therapy Functional Anatomy:** This course introduces the basic concepts and principles of muscles, joints and motion. Concepts related to arthrology of the trunk and extremities are presented and discussed. The attachments, action and innervation of individual muscles and muscle groups are learned within the context of physical therapy services. Simple movements are analyzed within the contexts of kinematics and kinetics.

**PTH 105: Introduction to Kinesiology:** This course introduces musculoskeletal and neurological anatomy and concepts of kinesiology needed in physical therapy. Concepts related to manual muscle testing and measuring joint range of motion are presented and discussed.

**PTH 226: Therapeutic Exercises:** This course provides a study of the rationale, contraindications and exercise skills needed to develop appropriate exercise programs. The use of various therapeutic exercise techniques by the physical therapist assistant is presented and practiced within the context of the plan of care developed by a licensed physical therapist. The role of the physical therapist assistant in data collection procedures is discussed. Students practice concepts related to patient education and appropriate communication and documentation of patient care activities and status is examined and practiced.

**PTH 242: Orthopedic Management:** This course introduces basic orthopedic assessment skills and application of treatment techniques for the trunk and extremities. The use of various orthopedic management techniques by the physical therapist assistant is presented and practiced within the context of the plan of care as developed by a licensed physical therapist.

**PTH 252: Clinical Practice:** This course is the first formal, fulltime Clinical Education experience for TCL PTA students. It is a five week, 3 days per week (120 hour) experience designed to introduce the student to elementary clinical procedures in the patient care setting. Professionalism, safety, communication, data collection and documentation are emphasized.

**PTH 221: Pathology I:** This course is an introductory study of the basic pathophysiology of the body with emphasis on the body's reaction to disease and injury. Concepts related to pathological conditions, risk factors, incidence, etiological factors, pathogenesis, clinical manifestations and prognosis of various medical conditions are presented. Pathology and treatment of the cardiovascular and pulmonary systems are explored in depth.

**PTH 235: Interpersonal Dynamics:** This course introduces the dynamics of the health professional/patient relationship and includes communication and principles of respectful interaction throughout the life cycle. Self-reflective activities will be used to assist the student in recognizing his/her own potential barriers to effective communication. The need for professional demeanor is discussed and studied through self-reflection.

**PTH 244: Rehabilitation:** This course introduces neurological principles, pathology and specialized rehabilitation techniques for pediatric and adult care. The use of various rehabilitation techniques by the physical therapist assistant is presented and practiced within the context of the plan of care as developed by a licensed physical therapist.

**PTH 206: Therapeutic Procedures:** This course introduces the rationale and skills for patient therapeutic procedures, including basic exercises, gait training and other skills necessary to patient treatment – including manual therapy (soft tissue mobilizations, joint mobilizations, and others). This course also prepares students to properly and safely administer basic physical therapy procedures utilized by physical therapy assistants.

**PTH 264: Clinical Education II:** This course is the second formal Clinical Education experience for the TCL PTA students. It is a six-week (240 hour) experience designed to allow students to build upon the clinical procedures practiced in class and in the first clinical experience. All patient care activities performed by students in clinical education courses are supervised by a licensed physical therapist and physical therapist assistant. Focus is on applying holistic interventions and progressing patients.

**PTH 270: Special Topics in Physical Therapy:** This course presents special topics related to evidence-based practice and current treatment trends in physical therapy. The course also includes updates on reimbursement guidelines.

**PTH 275: Advanced Professional Preparation:** This course is the study of skills needed to enter the professional arena including resume writing, interviewing, professional decision making, and preparation for the PTA National Board Examination. The importance of planning for personal and professional development is emphasized. The importance of life-long learning is discussed.

**PTH 274: Clinical Education III:** This course is the third and final formal Clinical Education experience for the TCL PTA student. It is a seven-week (280 hour) experience designed to allow students to progress to an entry-level of competence in patient care and professional skills. All patient care activities performed by students in clinical education courses are supervised by a licensed physical therapist or licensed physical therapist assistant. Focus is on achieving entry-level competency.

#### ***Master Skills List***

In order to progress in the PTA Program students must successfully demonstrate competence in certain assessment techniques and treatment interventions deemed essential to safe and competent practice. \*All skills except skills learned in PTH 244 and PTH 270 are demonstrated prior to the first clinical experience PTH 252. All skills listed below are demonstrated prior to the PTH 264 (Clinical Education II) and PTH 274 (Clinical Education III) These skills are listed below:

<b>PTH 101</b>	<b>Vital Signs</b>
	Heart Rate
	Blood Pressure
	Respiration Rate
<b>PTH 101</b>	<b>O<sub>2</sub> Saturation</b>
<b>PTH 101</b>	<b>Infection Control</b>
	Hand washing
	Don/Doff PPE
<b>PTH 101</b>	<b>Functional Training</b>
	Positioning/Draping
	Bed Mobility
	Transfer Techniques
<b>PTH 101</b>	<b>Gait Training with Assistive Device</b>
	Crutches
	Walker/RW
	Cane
	<b>Stair Training with Assistive Device</b>
	Crutches
	Cane
Rail	
<b>PTH 101/244</b>	<b>Wheelchair management</b>
	Locomotion
	Measure/Fit
<b>PTH 202</b>	<b>Thermal Modalities</b>
	Hot packs
	Paraffin
	Infrared
	Cold packs
	Ice Massage
	Contrast Bath
	Ultrasound
<b>PTH 202</b>	<b>Electrical Stimulation</b>
	TENS
	Interferential
	NMES
	Combo
	Biofeedback
	Iontophoresis
<b>PTH 105</b>	<b>Goniometry</b>
	<b>Manual Muscle Testing</b>
<b>PTH 202</b>	<b>Mechanical Traction</b>
	Lumbar
	Cervical
<b>PTH 270</b>	<b>Residual Limb Wrapping</b>
	Transtibial
	Transfemoral
	<b>Respiratory PT</b>

	Chest PT- Percussion/Vibration
	Postural Drainage
	<b>Vestibular Rehab</b>
	Dix- Hallpike
	Epley
	BBQ roll
	<b>Basic Wound Care</b>
<b>PTH 206</b>	<b>Soft Tissue Mobilization</b>
	Effleurage
	Petrissage
	Friction
	Tapotement
	Vibration
	Compression
	Stripping
	Cupping
	IASTM
	MFR
	<b>Taping Techniques</b>
	McConnell Taping
	Kinesiotaping
	<b>Peripheral Joint Mobilization (Grades I - II)</b>
<b>PTH 244</b>	<b>Reflex Testing</b>
	<b>PNF Patterns/Techniques</b>
	<b>Supine/ Prone Progression</b>
	<b>Cranial Nerve Assessment (I-XII)</b>
	<b>Sensation Testing</b>
	Pain
	Temperature
	Touch
	Vibration
	Two-Point Discrimination
	Kinesthesia
	Proprioception
	Stereognosis
	<b>NDT</b>

## SECTION II: CLINICAL EDUCATION INFORMATION

### 2.1 Overview of the TCL Clinical Education Program

The mission of the TCL Clinical Education Program is to prepare students for entry-level practice as physical therapist assistants. The formal clinical education courses within the TCL PTA Program serve to prepare the student physical therapist assistant for competence in entry-level practice. The expectations for student performance build with each clinical education experience and cumulate in a final clinical practicum in which the student is expected to demonstrate the safe, legal and ethical practice patterns of an entry-level physical therapist assistant.

**PTH 252** is the first formal clinical education experience for TCL PTA students. It is a three-week, full time (120 hour) experience designed to introduce the student to elementary clinical procedures in the patient care setting. Students in this clinical experience will need a high degree of supervision and will be primarily expected to assist the Clinical Instructor (CI) in implementing select components and interventions in a plan of care developed by a licensed physical therapist. Skills demonstrated in this clinical should include basic data collection skills (goniometry, manual muscle testing and vital signs), basic application of select modalities, and basic use of therapeutic exercise as guided by the CI and the plan of care. Due to the duration of this clinical education experience, students are not required to present an in-service during this clinical experience. Also due to the duration of this clinical education experience, the TCL PTA Program has developed a specific student performance tool to be used by clinical instructors for PTH 252. A sample of this tool is in Appendix B of this manual.

**PTH 264** is the second formal clinical education experience for TCL PTA students. It is a six-week, five days per week (240 hour) experience designed to allow students to build upon the clinical procedures practiced in class and in the first clinical experience. During this clinical experience, students will require a high degree of supervision and will be able to assist the CI in implementing selected components and interventions in a plan of care. Students will be expected to perform the skills listed above for PTH 252 as well as skills related to the treatment of patients with more complex orthopedic and neurological conditions. In addition, students are required to prepare and present an in-service for staff at the clinical site during this clinical rotation. For this clinical education experience, the *Physical Therapist Assistant Clinical Performance Instrument* (PTA CPI) is used to evaluate student performance.

**PTH 274** is the third and final formal clinical education experience for the TCL PTA student. It is a seven-week, five days per week (280 hour) experience designed to allow students to progress to an entry-level of competence in patient care and professional skills. During this clinical experience, students may require a high level of supervision at the onset of the clinical, but a decreasing level of supervision as the clinical progresses and students develop competence in implementing selected components and interventions of a plan of care. At the completion of this clinical experience, students will be expected to perform an entry level of competence. In addition, students are required to prepare and present an in-service during this clinical rotation for staff at the clinical site. *The Physical Therapist Assistant Clinical*

*Performance Instrument* (PTA CPI) is used in PTH 274 to evaluate student clinical performance.

## **2.2 Evaluation of Student Clinical Performance**

Overall student performance during PTH 252 is assessed using a brief form that consist of a checklist of skills practiced and a brief narrative of communication, professional, and safety skills. In addition, students will provide the CI with a weekly form used to assess 3 – 5 specific basic skills in more depth. The weekly form asks the clinical instructor to observe the basic skills and provide feedback regarding competency.

For PTH 264 and PTH 274, student clinical performance is assessed by the Clinical Instructor as guided by the *Physical Therapist Assistant Clinical Performance Instrument* (PTA CPI). The American Physical Therapy Association (APTA) developed this document, which allows for an objective assessment of the student's skills as performed at the clinical site. With the PTA CPI, the CI formally assesses student performance at the midpoint of the clinical experience and again on the conclusion of the clinical experience. In addition to these formal assessment periods, the PTA CPI can also serve as a tool to guide feedback sessions with students. The completed PTA CPI is returned to the PTA Program Academic Coordinator of Clinical Education (ACCE) for review. Clinical instructors should be familiar with the PTA CPI prior to using the tool with students. In-servicing regarding the PTA CPI can be scheduled by contacting the TCL PTA Program academic faculty. Clinical instructors may also assess students using the *Professional Behaviors Form* found in Appendix E of this manual.

In addition to the clinical performance tools completed by clinical instructors, all students are required to submit to the PTA Program ACCE written assignments regarding their clinical experiences utilizing a format provided. Students must complete and submit all required clinical education paperwork per the course syllabus. Further details regarding these assignments are in the course syllabi, which students can provide to the CI upon request.

## **2.3 Summary Table of Fulltime Clinical Experiences**

The following is a summary of the fulltime clinical experiences in the TCL PTA Program:

	<b>PTH 252</b>	<b>PTH 264</b>	<b>PTH 274</b>
Length of the clinical experience	3 weeks 5x/ wk (120 hours)	6 weeks 5x/wk, (240 hours) + 1 weeks didactic	7 weeks 5x wk , (280 hours)
Purpose of the clinical experience	To introduce the student to elementary clinical procedures in the patient care setting	To allow students to build upon the clinical procedures practiced in their first clinical experience	To allow students to progress to an entry-level of competence in patient care and professional skills
Anticipated level of supervision from the CI	High	Medium-High	High initially but level of supervision decreases as the clinical advances

Skills to be practiced	Basic data collection skills (goniometry, manual muscle testing, etc), basic application of select modalities, and basic use of therapeutic exercise as guided by the CI	As for PTH 252 plus skills related to the treatment of patients with more complex orthopedic and neurological conditions as guided by the CI	As for PTH 252 and PTH 264 plus skills related to medically complex patients as guided by the CI. Students must be entry level in all areas by the end of this clinical rotation
Evaluation of student clinical performance by the CI	PTH 252 Clinical Performance Tool Professional Behaviors	PTA CPI Professional Behaviors	PTA CPI Professional Behaviors

## **2.4 Clinical Education Roles and Responsibilities**

Effective clinical education involves a cast of five key players: the patient, the student, the Clinical Instructor (CI), the Clinical Coordinator for Clinical Education (CCCE), and the Academic Coordinator of Clinical Education (ACCE). Each individual has responsibilities and obligations with regard to the delivery of appropriate patient care. The student, the CI, the CCCE and the ACCE, however also have responsibilities in preparing the student for ethical, legal, and safe entry-level patient care and professional skills. Integrating the responsibilities related to the student with those related to patient care can sometimes be a challenge for the CI. It is important to remember, however, that the CCCE and the ACCE have the responsibility to assist and support both the CI and the student such that both patient care and clinical education objectives can be successfully achieved.

The clinical education responsibilities of the ACCE, the CCCE, and the CI are quite involved and are listed as follows:

### **The responsibilities of the ACCE are to:**

1. Establish relationships with clinical education sites and clinical education faculty.
2. Plan, implement and refine the clinical education components of the TCL PTA Program in collaboration with academic faculty, clinical education faculty, the TCL PTA Program's Advisory Committee and students.
3. Facilitate communication between the clinical education sites and the TCL PTA Program before, during and after the clinical education experiences.
4. Maintain updated files related to each clinical education site including *Clinical Site Information Forms (CSIF)*, *Student Evaluations of the Clinical Education Experience* and other pertinent information. (*Memoranda of Agreement* are maintained by the PTA Program Director)
5. Maintain updated student files related to clinical education including completed clinical performance evaluations, student information, student contact sheets and other necessary student information.

6. Facilitate problem-solving interventions during clinical education experiences as indicated.
7. Coordinate student clinical education site assignments.
8. Assign student grades for clinical education experiences based on the feedback provided from the clinical instructors through the clinical performance evaluations.
9. Serve as a resource for clinical education faculty.
10. Assist in professional development activities for clinical education faculty.
11. Participate in professional development activities to further develop skills as an ACCE.
12. Assign the academic grade for all clinical education courses per the course syllabus and the Health Sciences Division policy.
13. Ensure all Clinical Instructors and clinical sites meet program requirements.

**The responsibilities of the CCCE are to:**

1. Administer his/her facility's clinical education program in accordance with the policies and procedures of the specific facility.
2. Coordinate student assignments at the clinical education site.
3. Select qualified clinical instructors for each student assignment.
4. Ensure that students are oriented to the individual facility.
5. Facilitate communication between the clinical education sites and the PTA Program before, during and after the clinical education experiences.
6. Distribute to the clinical instructors information related to the PTA Program.
7. Support the professional development of clinical instructors.
8. Assist the clinical instructor in developing, planning and evaluating student activities and performance.
9. Immediately communicate to the ACCE any concerns regarding student performance or behavior.
10. Seek assistance from the ACCE as needed.
11. Encouraged to participate in professional development activities to further develop skills as a CCCE.

**The responsibilities of the Clinical Instructor are to:**

1. Provide effective clinical instruction for the PTA student.
2. Provide appropriate supervision of PTA students.
3. Demonstrate and model ethical, legal, and competent physical therapy practice patterns.
4. Provide orientation to students regarding the facility including relevant policies, procedures and safety measures within the first few days of the clinical education experience.
5. Work with the student to outline objectives for the clinical education experience.
6. Provide feedback regarding student performance and behavior in a regular and appropriate manner that maintains student privacy within the clinical setting.
7. Ensure student competence in new techniques learned at the clinical facility.
8. Ensure that patients and families are informed when students are involved in patient care.



9. Complete the Clinical Instructor Training by TCL PTA program core faculty.
10. Perform mid-term and final assessments of student performance and behavior utilizing forms provided by the TCL PTA Program.
11. Seek assistance from the CCCE and the ACCE as needed.
12. Immediately communicate to the ACCE and CCCE any concerns regarding student performance or behavior.
13. Participate in Clinical Instructor development plans to include remedial professional development activities.
14. Participate in professional development activities to further develop skills as a CI as it pertains to the TCL PTA program objectives and goals.
15. Participate in data gathering activities as mandated by CAPTE regarding professional development of CI's.

Of all the players in clinical education, it is the student who has the ultimate responsibility for insuring the success of his/her own clinical education experience. Students must present themselves to the clinical site each day ready and willing to learn. They must be open to constructive feedback and input from the CI. They must conduct themselves in an appropriate and professional manner at all times and be willing to stretch the limits of their abilities each and every day. They must also commit to preparing for each day of the clinical experience through study and review outside of the clinic setting. Perhaps most importantly, they must recognize that they are accountable for their own learning and development. In addition to these factors,

**The responsibilities of the student are to:**

1. Complete all necessary academic requirements leading up to the clinical education experience. Students not meeting these requirements as outlined in the PTA and TCL Student Handbooks will not be permitted to enroll in clinical education courses.
2. Complete all necessary pre-clinical education requirements as outlined in the course syllabus, and the PTA, Health Sciences Division, and TCL Student Handbooks.
3. Actively participate in the clinical site selection process.
4. Contact the clinical site to which they are assigned at least 48 hours from assignment and the Friday prior to the start of the clinical education experience. With this initial contact, students should introduce themselves and request information from the clinical site regarding the clinical schedule, dress code, etc.
5. Provide clinical sites with any required information including but not limited to contact information, immunization and health status, proof of insurance, etc.
6. Participate in Criminal Background Checks as required by the clinical site.
7. Participate in any alcohol or drug screening processes required by the clinical site.
8. Comply with all policies and procedures of the clinical site including those related to smoking, phone use, dress code, personal appearance and behavior standards.
9. Attend all scheduled clinical education experiences as directed by the CI including any weekend or evening hours as assigned by the clinical education site. Students must be on time for all clinical education experiences. Tardiness will not be tolerated.
10. Adhere to the ethical standards of practice and conduct as outlined by: the South Carolina Physical Therapy Practice Act, the American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (See

- Appendix A), Policies and Procedures of the Division of Health Sciences and TCL, HIPPA, and the policies and procedures of clinical facilities.
11. Participate openly and honestly in self-assessment activities.
  12. Complete and submit all required assignments and clinical evaluation forms per the course syllabus.
  13. Students shall not under any circumstance be deemed employees of the clinical education site for the purpose of compensation, benefits, workers compensation, unemployment, income tax withholding or social security.

## **2.5 General Clinical Education Policies and Procedures**

### **2.5.1 Memorandum of Agreement**

A Memorandum of Agreement (MOA) must be signed by the clinical facility and TCL and be in place before a student can be assigned to a facility. The TCL PTA Program Director reviews all MOAs annually.

### **2.5.2 Clinical Site Data Sheet**

The Clinical Site Data Sheet is an abbreviated form based on the APTA Clinical Site Information Form. This document is to be completed by the student during the final clinical site rotation. The document provides academic programs descriptions of the clinical sites including, but not limited to, facilities, staffing, patient population, and clinical instructor credentials.

### **2.5.3 Clinical Site Assignments**

In order to provide students with varied and comprehensive clinical education experiences, various clinical sites within a wide geographical area are utilized as part of clinical education. Although clinical education sites are typically local, in some cases students must be placed outside the local area (up to 60 miles from TCL) due to the availability of appropriate clinical slots. In such cases, the student will be responsible for all transportation and living arrangements during the clinical. The ACCE will assign students to clinical facilities based on site availability and curricular needs. Each student must complete at least one inpatient rotation and one outpatient rotation during their time in the PTA program. Students will submit preferences for clinical sites and they will be considered during the assignment process. This does not guarantee that a student will be assigned to a requested facility. The final determination of clinical assignments is made by the ACCE. Students are not permitted to negotiate with clinical sites for placement. Should a student wish to have a clinical site added to the listing of available clinical sites, the student should make such a request in writing to the ACCE. Changes will NOT be permitted once clinical education experiences are finalized. In the case of a cancellation by a clinical facility prior to the start of the clinical education experience, the ACCE will make every effort to re-assign the student. Every consideration will be made to accommodate the student's needs and desires.

Family members attending the PTA program will not be assigned to the same clinical environment. In addition, students will not be assigned to the same clinical environment in which themselves or a family member is employed.

The ACCE will provide the clinical sites with student assignments and applicable student information prior to the scheduled start of a clinical education assignment. The ACCE will confer with CCCE of the clinical site to ensure student information is kept protected. The student information packet will include the following items: a completed copy of the Student Data Sheet, copies of student performance evaluation forms (PTH 252 Clinical Performance Tool or PTA CPI), a copy of the appropriate syllabus, pertinent health records including but not limited to; vaccine records, BLS card, health insurance information, drug screen and a completed background check.

#### **2.5.4 Student Dress Code and Personal Appearance**

When in a clinical setting, if the dress code of the facility is more stringent than the guidelines set by TCL, students are expected to follow the dress code of the facility. If the TCL guidelines related to appearance are more stringent, then the TCL guidelines are to be followed.

When in the clinical setting, students' apparel and grooming must conform to health, sanitation, and safety standards. Students thus must adhere to the following requirements unless otherwise directed by the faculty or clinical instructor:

1. The required clinic attire for students includes wearing a TCL name badge or other student ID badge as required by the clinical facility.
2. Students are to wear khaki, black or navy chino pants with a belt and a collared shirt with sleeves. Clothing should not be transparent or see-through in any way. Clothing must be clean and free of stains and wrinkles, and must be of a type that does not limit the ability to perform patient care activities. Shoes must be worn with socks and must have closed toes and flat heels. Rubber soles are recommended for comfort in the clinic. Hair must be maintained off the collar and away from the face. Ornate hair fasteners are not appropriate. Students with a beard or mustache must keep it neat, clean and well-trimmed. Fingernails must be clean and no longer than ¼ inch in length. Only clear or neutral colored nail polish is permitted and artificial nails of any type are not allowed. Jeans, mini-skirts, T-shirts, and shorts are not acceptable clinical attire.
3. If the clinical site requires, students will comply with the clinical site policy of wearing scrubs.
4. Only the following items of jewelry are permitted: wedding bands, medical identification bracelets, and small, plain stud earrings; other visible forms of body jewelry may not be worn in the clinical setting. A watch with a second hand must be worn.
5. Tattoos and other forms of body art must be covered.
6. The close physical contact that is necessary in the clinic requires consistent attention to personal hygiene. To prevent offending patients or lab partners, students should use deodorant and maintain proper oral hygiene at all times.
7. Perfume or strong after-shave lotions are not appropriate in clinical settings.
8. Gum chewing and tobacco chewing are not permitted in clinical settings.
9. Failure to comply with the dress code will result in dismissal from the clinical area resulting in an unexcused absence.

### **2.5.5 Student Attendance**

In the event of unavoidable clinical absence, the student must comply with the following protocol:

1. Students are required to follow the “call-out” procedures of the clinical facility to which they are assigned.
2. In addition, if absence does occur, the CI and /or designated clinical site, the ACCE and/or other PTA faculty or the Division of Health Sciences Administrative Assistant, must be notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is 843-525-8267.
3. Absences from the clinical area are strongly discouraged. The attendance policy applies to clinical activities. **“No call, no show”** for clinical is unprofessional conduct and the student will be withdrawn from the program with a WF.

In the event of missed clinical hours, students will be required to make-up clinical education time as deemed appropriate by the CI and the ACCE. TCL academic faculty encourage any missed clinical education hours to be made-up whenever possible. Make-up hours are scheduled at the convenience of the clinical site and must be approved in advance by the ACCE.

### **2.5.6 Clinical Affiliation Grading Policy**

The student is required to pass all three clinical education courses. All clinical education courses are graded on a pass/fail basis. The Academic Coordinator of Clinical Education will assign each student a final grade based on documented input from the clinical instructor, the CPI and completion of paperwork and assignments associated with each course.

### **2.5.7 TCL Criteria for Clinical Site Selection**

Clinical education sites for the TCL PTA Program are selected according to the following criteria:

1. A written, up-to-date *Memorandum of Agreement* (MOA) is on file.
2. The clinical facility demonstrates value for the role of clinical education in preparing physical therapy professionals for entry-level, competent practice.
3. Professionals at the clinical facility desire to participate in the PTA clinical education program.
4. The clinical site is able to meet student and program objectives for clinical education.
5. The clinical site is able to provide an active, stimulating environment that is conducive to student learning.
6. The clinical site is located within the school’s geographical area. Clinical sites in other regions may be considered according to the educational or personal needs of the student.
7. The clinical facility engages in the safe, legal, and ethical practice of physical therapy.
8. The clinical facility employs an adequate number of physical therapists/ physical therapist assistants willing to serve as clinical instructors.

9. The facility has an adequate number and variety of patients available to ensure that student learning objectives are achieved.
10. The clinical facility has a designated CCCE responsible for coordinating assignments and activities for TCL PTA students.
11. The CCCE maintains an open dialogue with the TCL ACCE regarding clinical education issues, concerns or questions.
12. Staff members at the clinical facility engage in professional development activities to further develop personal and technical skills.

### **2.5.8 TCL Criteria for Clinical Instructor Selection**

Clinical Instructors for the TCL PTA Program are chosen by the CCCE of a Clinical Education site based upon the following TCL criteria:

1. The CI must be a licensed physical therapist or physical therapist assistant.
2. The CI demonstrates a desire to participate in the PTA clinical education program.
3. Clinical instructors must have a minimum of one-year experience as a physical therapist or physical therapist assistant.
4. The CI engages in the safe, legal, and ethical practice of physical therapy.
5. The CI demonstrates effective clinical instruction skills.
6. The CI demonstrates effective communication skills.
7. The CI demonstrates the ability to effectively evaluate student performance.
8. The CI continually communicates with students regarding their clinical performance by providing students with information on their clinical skills, behaviors, professional conduct, etc.
9. The CI communicates with the ACCE and CCCE and will immediately communicate to the ACCE and CCCE any concerns regarding student performance or behavior.
10. The CI engages in professional development activities to further develop personal and technical skills.
11. Each CI is encouraged to complete the Clinical Instructor Credentialing Program offered by the American Physical Therapy Association (APTA).
12. CI must complete online training for the PTA CPI.
13. If the CI does not work full-time work hours, the student will be required to extend his/her clinical rotation to complete the required hours. The student and clinical instructor will discuss these arrangements.

### **2.5.9 Clinical Site Visits by TCL PTA Faculty**

In addition to telephone communications, clinical site visits promote communication and interaction between the clinical education site and the TCL PTA Program. Clinical site visits can be made at any time by the request of the clinical instructor, the CCCE or the student. For clinical sites within the TCL four-county service region, PTA faculty will make every effort to visit each student at least one time during each clinical education experience. Such visits will be scheduled at the convenience of the clinical facility. Faculty will document clinical site visits utilizing the *Site Visit Form* for midterm evaluations or other planned meetings to address student performance.

### **2.5.10 Assessment of Clinical Site**

At the conclusion of each clinical education course, the student will assess the clinical education site using the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form published by the APTA. The student is required to review the completed form with the clinical instructor and have the CI sign the form. Data collected from this document will be used by the ACCE to assess clinical education development needs and to help meet the needs of future students.

### **2.5.11 Clinical Facility Occurrence or Incident Reports**

Should a TCL PTA student be involved in an incident that has potential professional liability or legal implications, the following procedures should be followed:

1. The student should immediately report the incident to his or her CI who will initiate the policies and procedures of the clinical education site with regard to such incidents.
2. The student must report the incident to the ACCE within 24 hours, and provide the ACCE with written documentation related to the event. The TCL PTA Program academic faculty and the Health Sciences Division Dean will review the documentation.
3. Should a student receive any official document related to a compensable event, the student must immediately furnish a copy of the said document to the ACCE. The ACCE will provide copies of this document to the TCL PTA Program academic faculty and the Health Sciences Division Dean for review and necessary action regarding notification of the professional liability (malpractice insurance) carrier and other TCL personnel.

### **2.5.12 Procedures for Discontinuing a Clinical Education Experience**

While it is the desire of the TCL faculty to work with the clinical site to remediate any issues or problems that occur in the clinic, it is sometimes necessary for a student to discontinue a clinical education experience. It is important that the following procedures be followed should a clinical education experience need to be discontinued:

1. If a student is unable to complete an assigned clinical education experience due to an unforeseen medical or significant family emergency, the student should contact the ACCE or other designated PTA Program faculty member immediately. The ACCE will work with the student and the clinical site to develop an individualized plan by which the student can attend to the medical or significant family emergency and then return to complete the clinical education experience. In some cases, the student may be required to complete the clinical education experience at another clinical site. Students should be aware that all clinical education courses must be successfully completed in order to continue in the PTA curriculum.
2. If a Clinical Instructor identifies serious or major concerns regarding student performance, behavior or conduct, it is important the CI take the following steps:

- a. The CI or the CCCE must contact the ACCE immediately. This is especially important for concerns and issues related to “Red Flag” items on the PTA CPI (Items 1-5) which address safety, conduct, respect, ethics, and legal issues.
  - b. The ACCE and the TCL PTA Program academic faculty will consult with the CI and the CCCE and if possible, develop a comprehensive remedial plan to address learning needs of the student. The student will sign a learning contract related to the remedial plan. The PTA academic faculty will assist the CI and the ACCE in working one-on-one with the student. The ACCE will also meet individually with the student and counsel the student regarding the performance issues. The ACCE will document the counseling session using the TCL PTA learning contract.
  - c. Should the Clinical Instructor, CCCE and the ACCE determine that the student must be removed from the clinical site or if the CI is unwilling to allow the student to continue at the clinical site, the TCL PTA Program academic faculty will meet to determine an appropriate plan of action and will present such a plan to the Division of Health Sciences’ Admission-Progression and Graduation (APG) Committee for consideration and approval.
3. If a student has concerns regarding the safe, ethical or legal practice of a CI or clinical site, the student must contact the ACCE immediately. The ACCE will then investigate the student’s concerns. The PTA academic faculty and the Health Sciences Division Dean in collaboration with the ACCE will determine a course of action that is in the best interest of the student, the program, and the clinical site. In the event that it is deemed necessary to remove that student from the clinical site, the student will be reassigned to an appropriate clinical site in a timely manner. PTA Program faculty and the Health Sciences Division Dean will determine the specifics of a reassignment.

### **Clinical Remediation/Dismissal Policy**

- a. If a Clinical Instructor determines that a student is at risk of failing his/her clinical education experience these concerns are addressed with the ACCE.
- b. ACCE reviews concerns with Program Director (PD).
- c. The ACCE, PD will develop an individualized learning contract/remediation plan tailored to the areas in which the student is deficient. The learning contract will be reviewed and signed with student, ACCE and PD in a meeting where all three are present.
- d. The CI or CCCE will not have access to the learning contract.
- e. The CI will continue to follow the criteria established in the PTA Clinical Performance Instrument (CPI).
- f. The student is expected to meet the goals developed in the learning contract/remediation plan by the end of the clinical education experience.
- g. If a student does not meet the required CPI level to pass a clinical education experience, the ACCE will first contact the Clinical Instructor to discuss the student’s performance. The ACCE will determine if the student did meet the

requirements of the clinical experience and/or if the Clinical Instructor completed the CPI incorrectly.

- h. Graduation may be delayed depending on the length of completion of the learning contract/ remediation plan and if the student must be removed from the clinical education site for remediation. This would also depend on the availability of a clinical site for re-entry following the remediation period.
- i. If the student does not successfully meet the goals of the learning contract/ remediation plan or does not demonstrate the necessary clinical competence on the CPI, they will receive a “Fail” grade for the course and will be removed from the physical therapy assistant program per TCL Health Science Policy.
- j. **Please note: Students who are dismissed from the program due to unsatisfactory clinical performance are not eligible for re-admission.**



### **Weekly Feedback Planning Form**

The Weekly Feedback Planning Form is to be completed by the student and signed by the Clinical Instructor weekly. This form must be upload to Black Board weekly. The purpose of this form is to discuss the students areas of strengths and areas that require improvement. Measurable goals are to be developed and achievable by the end of the following week.

## **SECTION III: FOR THE CLINICAL INSTRUCTOR**

### **3.1 Planning and Designing the Clinical Education Experience:**

As stated in the introduction, clinical education is an integral and vital part of preparing students for clinical practice. Successful clinical education cannot be accomplished without committed clinical instructors. Clinical instructors impact not only the student but the future clinician and ultimately, the profession of physical therapy. The importance of the clinical Instructor in physical therapy education thus cannot be overstated.

The following suggestions are provided to assist the clinical instructor in preparing and designing the clinical education experience for TCL PTA students:

1. Become familiar with the PTA Clinical Performance Instrument (PTA CPI). In-servicing regarding the PTA CPI can be scheduled by contacting the TCL PTA ACCE.
2. Review the Student Information Packet provided by the TCL PTA Program. In this packet, the CI will find a completed copy of the *Student Data Sheet*, copies of student performance instruments (*PTH 252 Clinical Performance Tool* or *PTA CPI* and the *Professional Behaviors Form*), and a copy of the syllabus for the appropriate clinical education course.
3. In conjunction with the CCCE, plan an orientation for the student. Orientation topics are in the sample *Student Orientation Checklist* located in Appendix C of this manual.
4. Meet with the student early on in the clinical education experience to review the student's expectations for the clinical assignment. This also allows the CI to share his/her expectations with the student.
5. Discuss with the student the student's learning preferences and the process by which the CI intends to provide the student with feedback. Clear communication from the start will help to avoid later problems.
6. Work with the student to develop learning objectives for the clinical education experience. The CI and the student should review these learning objectives at least weekly and modify them as the student progresses.
7. During the clinical assignment, students should steadily progress towards increasing clinical competence. It may be helpful to have the student start by reviewing patient charts, plans of care and other patient documentation. During the first few days of the clinical education experience, the student and the CI may feel more comfortable with the student observing the CI during patient sessions and interactions. As the student gains more confidence, the student should begin to perform interventions with the CI per the plan of care. The student's involvement in planning, conducting and progressing intervention sessions should steadily increase as the clinical progresses. This will assist the student to progressively work towards overall objectives and practice the necessary skills during the clinical assignment.

8. Should the CI note problems with the student's clinical skills, behavior or professional conduct; the CI should address these problems with the student immediately. Clinical instructors should work with the student to develop a plan to address the student's learning needs. The ACCE and CCCE are available to help develop such plans and assist in meeting the learning needs and objectives.
9. Communicate any concerns regarding student performance, behavior or conduct to the ACCE and CCCE immediately. This is especially important for concerns and issues related to "Red Flag" items on the PTA CPI (Items 1-5) which address safety, conduct, respect, ethics and legal issues. A copy of the PTA CPI is in **Appendix F** of this manual.
10. Discussing issues related to behavior or conduct can be difficult. The students are familiar with the APTA's Guide for Conduct of the PTA and Standards of Ethical Conduct for the PTA, which may help provide a framework for such discussions. Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Throughout the PTA curriculum, students self-assess their abilities in these areas using the APTA's Guide for Conduct of the PTA and Standards of Ethical Conduct for the PTA, as a guideline for self-reflection. Faculty members also provide students with feedback related to these standards to help students to achieve personal and professional growth. Clinical instructors can use the *Professional Behaviors*, if needed to facilitate student self-reflection.
11. Clinical instructors can encourage a student's critical thinking skills by asking the student questions that stimulate the student's thought process. Questions such as "How did you (the student) feel that session went?" "What did you think worked well in that session?" "What will you do differently next time?" will encourage students to reflect upon their actions and facilitate student learning.
12. Provide regular feedback to the student and bring to light positives as well as things needing improvement. Ideally, feedback should be provided on an on-going basis. Clinical instructors are encouraged to schedule formal meetings with students to review objectives and discuss progress. Such meetings should be conducted at least weekly or more often if necessary.
13. As with patient care activities, documentation is an important aspect of clinical instruction. In addition to the mid-term and final student evaluation "sessions", the CI should document meetings with the student. Sample forms that may help guide the CI in this process are in Appendix D of this manual and can be provided in an electronic format upon request.

### **3.2 Assessment of Clinical Instructor**

At the midterm of the clinical education course, the student will complete the form: *TCL Student Midterm Form*, which measures the effectiveness of the clinical instructor. The student will turn this into the ACCE for review and analysis. Based on the analysis of these documents, the ACCE will develop a clinical instructor development plan as indicated to remediate any clinical education deficits.

At the conclusion of each clinical rotation, the student will evaluate the Clinical Instructor using the *Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical*

*Instruction Form* published by the APTA. The student is required to review the completed document with the CI. Data collected from this document will be reviewed and analyzed by the ACCE. Based on the analysis of these documents, the ACCE will develop a clinical instructor development plan as indicated to remediate any clinical education deficits.

### **3.3 Clinical Faculty Privileges and Professional Development**

Clinical faculty will have the opportunity for self-development via access to the Technical College of the Low Country library resources including access to databases that are relevant to the practice of Physical Therapy.

#### Access to Learning Resources Center/Library Resources for Clinical Instructors

1. LRC facilities
  - a. Clinical instructors may use the Beaufort or New River campus LRCs. Computers are available at each location. Users may also request that materials for check-out be sent to the campus of their choice. To request to pick up an item at New River or Hampton, instructors may call the library at 843-525-8304.
2. Databases and eBooks
  - a. TCL has over 60 databases and two large eBook collections (over 50, 000 titles in each) available to all users.
  - b. On campus access to databases and eBooks does not require a login.
  - c. For off-campus access, the clinical group will be given a username and password. The library will pass this login information along to the AHS faculty member in charge of the group, who can then distribute password information to the instructors.
3. Physical collection
  - a. Instructors wishing to check out materials must visit the Beaufort or New River LRC to request borrowing privileges. **Photo ID is required.** Library staff will then add clinical instructors to the system as employees so that they can borrow from the LRC. The AHS faculty member supervising the group will provide the LRC with a list of names so that staff can verify that users are clinical instructors. These instructors will be given privileges for the semester during which they are teaching and will be provided with a library user ID number.
  - b. PASCAL Delivers: The PASCAL lending system allows TCL users to borrow books from other college libraries throughout South Carolina. Books can be ordered by users online and sent to TCL, or users may go directly to another college library and check out as a visiting patron. Users must have their library ID number in order to use PASCAL Delivers. When clinical instructors request borrowing privileges, they will be given this number (see 3.a).
  - c. Note: If a clinical instructor is not going to be teaching during a certain semester, they may still use the TCL LRC as a community user as long as they are a resident of one of TCL's service area counties. A community user may

still borrow books from TCL and utilize the databases on campus, but will no longer be able to utilize PASCAL Delivers.

#### 4. More Information

- a. Visit the LRC's About Us <http://libguides.tcl.edu/about> page for information about hours, policies, and staff.
- b. Visit the Finding Books <http://libguides.tcl.edu/books> guide for information about the online catalog and PASCAL Delivers.
- c. Call the library at 843-525-8304 for assistance.
- d. Contact: Sasha Bishop, Director for Learning Resources, [sbishop@tcl.edu](mailto:sbishop@tcl.edu)

### **3.4 Clinical Faculty Professional Development**

Development of Clinical Faculty is an integral part of the clinical education program. The program will provide maintenance and remedial development activities based on the needs of Clinical Instructors as determined by the evaluative processes for clinical education faculty in the program assessment plan (4.1.12).

Orientation to program policies and expectations will be provided for all new clinical instructors prior to the assignment of a student. This may include a phone conference, an informative presentation via email or in person, and review of the clinical education handbook. All Clinical Instructors will be provided with education on utilization of the APTA Clinical Performance Instrument (CPI) for student evaluation. On-going coaching and mentoring by the ACCE will also serve as other examples of maintenance based activities designed to facilitate the continued effectiveness of Clinical Instructors affiliated with the program.

Clinical faculty that have been found to require additional development activities based on student assessment using the APTA Physical Therapist Assistant Student Evaluation of Clinical Experience and Clinical Instruction, through self-reporting, or any initiating event will work with the ACCE to develop a remediation plan in order to meet the goals for clinical education of the PTA student. The Clinical Instructor will be re-assessed prior to, or following the next clinical placement depending on the nature of the issue or concern identified through the evaluation process.

## Appendix A

### Technical College of the Lowcountry Physical Therapist Assistant Program

#### PTH 252 Clinical Performance Tool

**Student:** \_\_\_\_\_

**Clinical Facility:** \_\_\_\_\_

**Dates of the Clinical Education Experience:** \_\_\_\_\_

**Clinical Instructor:** \_\_\_\_\_

\*\*\*\*\*

**PTH 252** is the first formal Clinical Education experience for TCL PTA students. It is a **three- week (120 hour)** experience designed to introduce the student to elementary clinical procedures in the patient care setting. The evaluation of student performance consists of this **PTH 252 Clinical Performance Tool**, which is a summative evaluation based on a checklist of skills the student has had the opportunity to perform and a rating of behaviors required by a successful physical therapy practitioner.

The ACCE will award the final grade for this clinical education experience, however please be aware that in order to pass PTH 252, the student must meet the following minimal scores related to this Clinical Performance Tool:

- achieve a minimal score of 78% of Supervision Required on all skills practiced
- achieve a minimal rating of 78% of Consistently Meets Expectations on all behaviors marked with an asterisk (\*).

Any activities requiring remediation will be addressed using a learning contract and administered by the ACCE.

**Please make comments regarding the student's performance** in the feedback column or in response to the general areas of performance listed at the end of the form. Comments are encouraged to help the student improve future performance and to give them confidence in the skills that they performed well.

Please rate the student's performance on each of the following skills.

If the student was not able to practice a skill, check NA. Use the following guidelines in rating the student:

**Excels:** performs all aspects of the intervention beyond what is expected of a student completing a first clinical rotation

**Proficient:** performs all aspects of the intervention with minimal to no supervision

**Supervision required:** performs all aspects of the intervention with moderate supervision

**Unsatisfactory:** not able to perform without close supervision and/or assistance; REQUIRES remediation with ACCE

Skill	Performance				
	Provide supporting comments for skills rated as Excel or Unsatisfactory				
	Excels	Proficient	Supervision Required	Unsatisfactory	NA
	3 pts	2 pts	1 pt		
Gathering Patient Information from Plan of Care and Chart					
Positioning and Draping					
Superficial Heating					
Cryotherapy					
Ultrasound					
Electrotherapy Techniques					
Obtains Vital Signs					
Patient Transfers					
Gait Training					
Wheelchair Management Techniques					
Strengthening Exercises					
Stretching Techniques					
Aerobic Conditioning Exercises					
Goniometry					
Manual Muscle Testing					
Use of Infection Control Measures					
Uses Proper Body Mechanics in Patient Care Activities					

Management of Patients with THR					
Management of Patients with TKA					
Management of Patients with LE amputation					
<b>Comments</b>					

**Please rate the student's behaviors related to each of the following objectives:**

**Exceeds Expectations: 2 points    Consistently Meets Expectations: 1 point**

**Requires Remediation** will be addressed by the ACCE

*Demonstrate knowledge of the role of a physical therapist assistant.\**

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

*Demonstrate safe, ethical, and legal patient care practices\*.*

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

*Demonstrate appropriate professional behaviors and conduct in the clinical setting. \**

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

*Demonstrate effective verbal communication with patients and staff. \**

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

***Respond appropriately to individual and cultural differences of others.\****

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

***Educate patients and caregivers on various aspects of patient care.\****

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

***Respond appropriately to changes in patient status. \****

Exceeds Expectations\_\_\_\_\_ Consistently Meets Expectations\_\_\_\_\_

Requires Remediation\_\_\_\_\_

Comments:

Please identify 3 strengths that the student demonstrated during this clinical education experience and 3 areas for improvement.

Strengths:

1.

2.

3.

Areas for Improvement:

1.



2.

3.

Clinical Instructor Signature/ Date

---

Student Signature/ Date

---

Thank you for your support of the TCL PTA Clinical Education Program and your commitment to our students.

## Appendix B

### Technical College of the Lowcountry

### Physical Therapist Assistant Program

### Clinical Orientation Checklist (Sample)

To verify completion, the Clinical Instructor initials when a task is accomplished.

- \_\_\_\_\_ Ensure that the student has the appropriate ID badge and parking permit for the facility
- \_\_\_\_\_ Review clinical schedule including required evenings and weekends
- \_\_\_\_\_ Review facility call-out procedures. Remember that the student must also notify the TCL PTA Program faculty of the absence.
- \_\_\_\_\_ Review meal schedule and expectations.
- \_\_\_\_\_ Review the personal appearance and behavior standards of the facility.
- \_\_\_\_\_ Review any available library or educational resources.
- \_\_\_\_\_ Review the organizational structure of the facility including the Physical Therapy or Rehabilitation Department.
- \_\_\_\_\_ Provide the student with a tour of the facility.
- \_\_\_\_\_ Review available supplies and equipment.
- \_\_\_\_\_ Review facility Infection Control procedures.
- \_\_\_\_\_ Review facility emergency procedures (Fire, Medical Emergency, etc).
- \_\_\_\_\_ Review clinical education requirements and expectations.
- \_\_\_\_\_ Discuss student learning preferences.
- \_\_\_\_\_ Review facility documentation procedures.
- \_\_\_\_\_ Review facility billing procedures.

**This is a suggested list of orientation topics and does not need to be utilized if the facility has other established orientation procedures.**

### Appendix C

#### WEEKLY STUDENT FEEDBACK FORM (SAMPLE 1)

Clinical Instructor \_\_\_\_\_

Student: \_\_\_\_\_

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

**NI** – Needs Improvement **ME** – Meets Expectations **EE** – Exceeds Expectations

The student should be rated on what is expected from him/her at the specific time frame of the Clinical

ASPECTS	NI	ME	EE	N/A	COMMENTS
<b>Professionalism</b>					
Timeliness					
Attendance					
Professional Appearance					
Organizational Skills					
<b>Interpersonal Skills</b>					
Patient/Family Rapport					
Relationship with CI					
Relationship with staff					
<b>Clinical Development</b>					
Understands Components of the POC					
Data Collection Skills per POC					
Interventions per POC					
Documentation					

Did the student meet previously established objectives? Yes/No If no, please explain

New Weekly Objectives:

- 1.
- 2.
- 3.

Are there any significant problems/issues that would inhibit successful completion of this internship? Yes/No

If yes, please explain

**WEEKLY STUDENT FEEDBACK FORM (SAMPLE 2)**

**Week #:** \_\_\_\_\_

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

**CLINICAL INSTRUCTOR'S COMMENTS:**

**Student's Strengths:**

**Areas to Work on:**

**STUDENT'S COMMENTS:**

**GOALS FOR NEXT WEEK:**

\_\_\_\_\_  
**Clinical Instructor**

\_\_\_\_\_  
**Student**

## Appendix D

### Professional Behaviors

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Throughout the PTA curriculum, students self-assess their abilities in these areas using the following as a guideline for self-reflection. Faculty members and Clinical Instructors also use the following to provide students with feedback and to help students to achieve personal and professional growth. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991-1992. The ten abilities and definitions developed are:

<b>Generic Ability</b>	<b>Definition</b>
Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

**PROFESSIONAL BEHAVIORS BEHAVIORAL CRITERIA**

**Instructions:** Select criterion levels that describe the student’s current professional behaviors for each category.

<b>Professional Behaviors</b>	<b>Beginning Level Behavioral Criteria</b>	<b>Developing Level Behavioral Criteria</b>	<b>Entry Level Behavioral Criteria</b>
<b>Commitment to Learning</b>	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information.	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities.	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; read articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking.
<b>Interpersonal Skills</b>	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience.	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff.	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinions; accommodates differences in learning styles.

<b>Communication Skills</b>	Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact.	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview.	Modifies communication (oral and written) to meet needs of different audiences: presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.
<b>Effective Use of Time and Resources</b>	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations and uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic, and third party resources; has ability to say "No", performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.
<b>Use of Constructive Feedback</b>	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback.



		of action in response to feedback.	
<b>Problem-Solving</b>	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions.
<b>Professionalism</b>	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, and continuous regard for all.	Identifies appropriate professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients.	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority.
<b>Responsibility</b>	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits.	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.	Directs patients to other health care professionals when needed; encourages patient accountability.

<b>Critical Thinking</b>	Raises relevant questions; considers all available information; states the result of scientific literature; recognizes “holes” in knowledge base; articulates ideas.	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; forms alternative hypotheses; critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.
<b>Stress Management</b>	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance when appropriate; maintains professional demeanor in all situations.	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.	Prioritizes multiple commitments, responds calmly to urgent situations; tolerates inconsistencies in health care environment.

**PROFESSIONAL BEHAVIORS ASSESSMENT**

**Instructions:** Assess the student's performance in each of the ten abilities below as based on the Professional Behavioral Criteria. Circle the appropriate level for each ability and comment on the performance in each area. Please sign and date the assessment.

**B – Beginning Level    D – Developing Level    E- Entry Level**

Generic Ability	Rating Level & Comments		
<b>Commitment to Learning</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Interpersonal Skills</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Communication Skills</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Effective Use of Time and Resources</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Use of Constructive Feedback</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Problem Solving</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Professionalism</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Responsibility</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Critical Thinking</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		
<b>Stress Management</b>	<b>B</b>	<b>D</b>	<b>E</b>
	<b>Comments:</b>		

Student Name \_\_\_\_\_

Name/ Role of Person Completing the Form \_\_\_\_\_

Signature and Date \_\_\_\_\_

**Appendix E**  
Technical College of the Lowcountry  
Physical Therapist Assistant Program  
Clinical Site Visit Form

**Check the Clinical Education Experience:**  PTH 252  PTH 264  PTH 274

Dates of Clinical: \_\_\_\_\_ Date of Site Visit:  
\_\_\_\_\_

Student Name: \_\_\_\_\_ Faculty visitor:  
\_\_\_\_\_

Site Name: \_\_\_\_\_ CI Name  
\_\_\_\_\_ Yrs. experience \_\_\_\_\_

Midterm CPI discussion has already occurred? Yes \_\_\_ No \_\_\_  
Reason \_\_\_\_\_

Clinic Type: \_\_\_\_\_

Average Productivity: \_\_\_\_\_

Observation Opportunities: \_\_\_\_\_

CI identifies student's strengths as: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CI identifies goals for areas that need improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CI believes student is in danger of failing this clinical at this point in time: \_\_\_No \_\_\_Yes  
If yes, develop action plan with student. (CE Action Plan Form)

Student comments: (A. Does student agree or disagree with CI comments? B. Is student receiving adequate feedback, supervision? C. Did he/she receive adequate orientation? D. Does he/she know what is expected of him/her? E. Would student recommend this site to future students?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What recommendations do you have for improving the PTA program? (cl. ed., curriculum, etc.)

---

---

---

2. What suggestions do you have for professional development that TCL faculty may be able to provide?

---

---

## Appendix F

<b>Technical College of the Lowcountry Physical Therapist Assistant Program Mid-term Student Questionnaire</b>	
Student Name:	DATE:     /     /
Clinical Education Experience:	<input type="checkbox"/> PTH252 <input type="checkbox"/> PTH264 <input type="checkbox"/> PTH274
Clinical Education Site Name:	
Clinical Education Site Address:	
Clinical Education Site Phone Number: (     )	
Clinical Instructor Name:	<input type="checkbox"/> PT <input type="checkbox"/> PTA
Faculty member performing Mid-term evaluation:	
Midterm CPI discussion has already occurred? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Please rate the following clinical instruction details on a scale of 1-5 (see scale below)</b>	
<b>1= Strongly disagree</b>	
<b>2= Disagree</b>	
<b>3= Neutral</b>	
<b>4= Agree</b>	
<b>5= Strongly agree</b>	
1 2 3 4 5	My clinical instructor provides me with <b>constructive feedback</b> on my performance.
1 2 3 4 5	My clinical instructor provides <b>timely feedback</b> on my performance.
1 2 3 4 5	My clinical instructor demonstrates skill in <b>active listening</b> .
1 2 3 4 5	My clinical instructor provides <b>clear and concise</b> communication.
1 2 3 4 5	My clinical instructor communicates in an <b>open and non-threatening</b> manner.
1 2 3 4 5	My clinical instructor teaches me in an <b>interactive manner</b> and allows me to problem solve.
1 2 3 4 5	My clinical instructor is <b>accessible</b> when needed.
1 2 3 4 5	My clinical instructor has <b>explained to me clearly</b> to whom I am directly responsible and accountable.
1 2 3 4 5	My clinical instructor clearly <b>explained my responsibilities</b> .
1 2 3 4 5	My clinical instructor provided responsibilities to me that were <b>within my scope of knowledge and skills</b> .
1 2 3 4 5	There has been <b>time available</b> with the clinical instructor to discuss patient/client interventions.
1 2 3 4 5	There is a PT <b>on site full time</b> at this facility.
1 2 3 4 5	I have been able to <b>observe a positive</b> PT/PTA relationship
Please use the area below or on back to add any additional information:	
<b>Comments:</b>	

## Appendix G

<b>Technical College of the Lowcountry Physical Therapist Assistant Program Mid-term Clinical Instructor Questionnaire</b>	
Student Name:	Date: / /
Clinical Education Experience: <input type="checkbox"/> PTH252	<input type="checkbox"/> PTH264 <input type="checkbox"/> PTH274
Clinical Education Site Name:	
Clinical Education Site Address:	
Clinical Education Site Phone Number: ( )	
Clinical Instructor Name:	<input type="checkbox"/> PT <input type="checkbox"/> PTA
Faculty member performing Mid-term evaluation:	
CI credentialed instructor or any specialty certifications? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>If yes, please list below:</i>	
<b>Questions for the CI:</b>	
1. Has the student been <b>on time</b> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Has the student been <b>dressed appropriately</b> and wearing their <b>name tag</b> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Have there been <b>attendance</b> issues? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Has the student been getting <b>35-40 hours per week of clinical time</b> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is there any <b>lack of academic preparation</b> noted for this clinical? <input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Has the student <b>shown initiative</b> in communication of thoughts, feelings, concerns, questions? <input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Is the student <b>working well</b> with the staff in a meaningful way? <input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Have you observed the student <b>participating in active collaboration</b> ? i.e. the student should not be waiting to be directed what to do by the CI. <input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Do you feel that the student is having any <b>difficulty in the following areas</b> ?	
a) Safety	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) Professional Behavior	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Ethical and Legal Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
d) Clinical Skills	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Do you feel that this student is at <b>risk for receiving a “failing” grade</b> on this clinical affiliation unless significant changes are made? <input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Have these concerns as well as your expectations been discussed with the student? <input type="checkbox"/> Yes <input type="checkbox"/> No	
12. What assistance or follow-up from the ACCE would be helpful to you?	
<b>Comments:</b>	
Completed by:	Date: / /

**Appendix H**

<b>Technical College of the Lowcountry Clinical Instructor Development Plan</b>	
Name of Clinical Instructor:	
Name of Facility/Type of Setting:	
Evaluation Period: Academic Year 20( ) to 20( )	
Clinical Experience: <input type="checkbox"/> PTH252 <input type="checkbox"/> PTH264 <input type="checkbox"/> PTH274	
Anticipated Re-evaluation Date:	
1. Identify the performance issue/concern/need:	
2. Data Source(s) used in Evaluative Process for Clinical Education Faculty (4.1.12.):	
3. Development/Action Plan:	
4. Objectives to be achieved <u>prior to the end</u> of the current clinical rotation, <u>prior to the next student placement at the facility</u> , or <u>following the completion</u> of the next clinical education experience with a program student (circle timeframe):	
5. Re-evaluation results/findings or ‘Next Steps’ for continuing or additional remedial activities:	
<b>X</b>	<b>X</b>
ACCE Signature/Date	CI Signature/Date



## Appendix I

### **Technical College of the Lowcountry Physical Therapist Assistant Program**

#### **STUDENT CLINICAL EDUCATION AGREEMENT**

**Student Name:** \_\_\_\_\_

In entering into a Clinical Education experience program at \_\_\_\_\_.

I hereby agree to the following:

- To follow the administrative policies, standards and practices of the Clinical facility when at the Clinical facility.
- To report to the Clinical facility on time and to follow all established regulations of the Facility.
- To undergo a health examination as necessary to meet Program and Clinical facility requirements, including testing to determine infectious or contagious diseases. Also, to provide evidence of immunity and undergo a drug screen and criminal background check as may be required by the Clinical facility.
- To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
- To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
- To arrange for and be solely responsible for my living accommodations while at the Clinical facility.
- To provide the necessary and appropriate uniforms and supplies required by the Clinical facility and to wear a name tag that clearly identifies me as a student.

Further, I understand and agree that I will not receive any monetary compensation from the College or the Clinical facility for any services I provide to the Clinical facility or its clients, patients, students, faculty or staff as a part of my Clinical Educational experience. I also understand and agree that I shall not be deemed to be employed by the College or the Clinical facility. I understand that the College and Clinical facility assume no responsibilities for me as may be imposed upon an employer under any law, regulation or ordinance; and that I am not entitled to any benefits available to employees. Therefore, I agree not to in any way to hold myself out as an employee of the College or the Clinical facility.

I understand and agree that I may be immediately withdrawn from the Clinical facility and the Clinical Education experience based upon a perceived lack of competency on my part, my failure to comply with the rules and policies of the College or Clinical facility, if I pose a direct threat to the health or safety of others or, for any other reason the College or Clinical facility reasonably believes that it is not in the best

interest of the College, the Clinical facility or the Clinical facility's patients or clients for me to continue.

I further understand that potential risks of Clinical Education include, but are not limited to: exposure to infectious diseases, hazardous chemicals and musculoskeletal disorders including back injuries. In the event of an emergency during a clinical education experience, I understand that the clinical facility will provide access to health care services through the facility's emergency room or through the 911 system. In the event that I require health care services, I assume all financial responsibility for those services.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this "Clinical Education Experience Agreement."

### Appendix J

<b>Technical College of the Lowcountry Physical Therapist Assistant Program Clinical Site Data Sheet</b>			
Date Completed			
Name of Site			
Street Address			
City: State: Zip Code			
Department Phone #			
Department Fax #			
Director of Physical Therapy			
Center Coordinator of Clinical Education(CCCE)/Contact			
CCCE Phone #			
CCCE email address			

If your health care system or practice has multiple sites or clinical centers, complete the following table(s) for each of the sites. Where information is the same as the primary clinical site, indicate "SAME."

Name of Clinical Site			
Street Address			
City	State	Zip	
Facility Phone		Ext.	
PT Department Phone		Ext.	
Fax Number	Facility E-mail		
Director of Physical Therapy		E-mail	
CCCE		E-mail	

Name of Clinical Site			
Street Address			
City	State	Zip	
Facility Phone		Ext.	
PT Department Phone		Ext.	

**Technical College of the Lowcountry  
Physical Therapist Assistant Program  
Clinical Site Data Sheet**

Fax Number		Facility E-mail	
Director of Physical Therapy		E-mail	
CCCE		E-mail	

**Clinical Site Accreditation**

Yes	No		Date of Last Accreditation/Certification
		Is your clinical site certified/ accredited?	
		If yes, has your clinical site been certified/accredited by:	
		JCAHO	
		CARF	
		Government Agency (e.g., CORF, PTIP, rehab agency, state, etc.)	
		Other	

**Clinical Site Primary Classification**

Place the #1 beside the category that best describes your facility. If appropriate, check additional categories that describe other clinical centers associated with your facility.

	Acute Care/Inpatient Hospital Facility		Industrial/Occupational Health Facility		School/Preschool Program
	Ambulatory Care/Outpatient		Multiple Level Medical Center		Wellness/Prevention/Fitness Program
	ECF/Nursing Home/SNF		Private Practice		Other: Specify
	Federal/State/County Health		Rehabilitation/Sub-acute Rehabilitation		

**Staffing**

Indicate the number of full-time and part-time budgeted and filled positions.

	Full-time budgeted	Full-time filled	Part-time budgeted	Part-time filled
PTs				
PTAs				
Aides/Techs				
Other: Specify				

**Technical College of the Lowcountry  
Physical Therapist Assistant Program  
Clinical Site Data Sheet**

**Clinical Education Opportunities**

**Specialty Clinics:** Please mark an "X" for all clinics available as student learning experiences.

	Arthritis		Orthopedic clinic		Screening clinics
	Balance		Pain clinic		Developmental
	Feeding clinic		Prosthetic/orthotic clinic		Scoliosis
	Hand clinic		Seating/mobility clinic		Preparticipation sports
	Hemophilia clinic		Sports medicine clinic		Wellness
	Industry		Women's health		Other (specify below)
	Neurology clinic		Wound clinic		

**Special Programs or Activities**

Please mark an "X" for all special programs/activities/learning opportunities available to students.

	Administration		Industrial/ergonomic PT		Quality Assurance/CQI/TQM
	Aquatic therapy		In-service training/lectures		Radiology
	Athletic venue coverage		Neonatal care		Research experience
	Back school		Nursing home/ECF/SNF		Screening/prevention
	Biomechanics lab		Orthotic/Prosthetic fabrication		Sports physical therapy
	Cardiac rehabilitation		Pain management program		Surgery (observation)
	Community/re-entry activities		Pediatric-general (emphasis on):		Team meetings/rounds
	Critical care/intensive care		Classroom consultation		Vestibular rehab
	Departmental administration		Developmental program		Women's Health/OB-GYN
	Early intervention		Cognitive impairment		Work Hardening/conditioning
	Employee intervention		Musculoskeletal		Wound care
	Employee wellness program		Neurological		Other (specify below)
	Group programs/classes		Prevention/wellness		
	Home health program		Pulmonary rehabilitation		

<b>Technical College of the Lowcountry Physical Therapist Assistant Program Clinical Site Data Sheet</b>				
<b>Health Care Providers</b>				
Please mark (X) all health care and educational providers at your clinical site students typically observe and/or with whom they interact.				
	Administrators		Massage therapists	Speech/language pathologists
	Alternative therapies: List:		Nurses	Social workers
	Athletic trainers		Occupational therapists	Special education teachers
	Audiologists		Physicians (list specialties)	Students from other disciplines
	Dietitians		Physician assistants	Students from other physical therapy education programs
	Wound specialists		Podiatrists	Therapeutic recreation therapists
	Exercise physiologists		Prosthetists /orthotist	Vocational rehabilitation counselors
	Fitness professionals		Psychologists	Others (specify below)
	Health information technologists		Respiratory therapists	

### Patient/Client Life Span

Indicate the frequency of time typically spent with patients/clients in each of the following age categories using the key below:

1 = 0%      2 = 0-25%      3 = 26% - 50%      4 = 51% – 75%      5 = 76% - 100%

Rating	Patient Lifespan
	0 - 12 years
	13 - 21 years
	22 - 40 years
	41 – 60 years
	61 – 80 years
	> 80 years

**Technical College of the Lowcountry  
Physical Therapist Assistant Program  
Clinical Site Data Sheet**

**Patient/Client Diagnoses**

Indicate the frequency of time typically spent with patients/clients in each of the following categories using the key below:

1 = 0%      2 = 0-25%      3 = 26% - 50%      4 = 51% - 75%      5 = 76% -100%

<b>(1-5)</b>	<b>Musculoskeletal</b>		
	Acute injury		Muscle disease/dysfunction
	Amputation		Musculoskeletal degenerative disease
	Arthritis		Orthopedic surgery
	Bone disease/dysfunction		Other: (Specify)
	Connective tissue disease/dysfunction		
<b>(1-5)</b>	<b>Neuro-muscular</b>		
	Brain injury		Peripheral nerve injury
	Cerebral vascular accident		Spinal cord injury
	Chronic pain		Vestibular disorder
	Congenital/developmental		Other: (Specify)
	Neuromuscular degenerative disease		
<b>(1-5)</b>	<b>Cardiovascular-pulmonary</b>		
	Cardiac dysfunction/disease		Peripheral vascular dysfunction/disease
	Fitness		Other: (Specify)
	Lymphedema		
	Pulmonary dysfunction/disease		
<b>(1-5)</b>	<b>Integumentary</b>		
	Burns		Other: (Specify)
	Open wounds		
	Scar formation		
<b>(1-5)</b>	<b>Other (May cross a number of diagnostic groups)</b>		
	Cognitive impairment		Organ transplant
	General medical conditions		Wellness/Prevention
	General surgery		Other: (Specify)
	Oncologic conditions		

<b>Technical College of the Lowcountry Physical Therapist Assistant Program Clinical Site Data Sheet</b>				
<b>Clinical Education Faculty</b>				
<b>Center Coordinator of Clinical Education (CCCE)</b>				
NAME:		Length of time as the CCCE:		
DATE:		Length of time as a CI:		
PRESENT POSITION: (Title, Name of Facility)		Mark all that apply: <input type="checkbox"/> PT <input type="checkbox"/> PTA <input type="checkbox"/> Other, specify	Length of time in clinical practice:	
APTA Credentialed CI Yes <input type="checkbox"/> No <input type="checkbox"/>	Other CI Credentialing Yes <input type="checkbox"/> No <input type="checkbox"/>	Certified Clinical Specialist Yes <input type="checkbox"/> No <input type="checkbox"/>		
Area of Clinical Specialization:				
Other credentials:				
Summary of Higher Education (Start with most recent.)				
INSTITUTION	PERIOD OF STUDY		MAJOR	DEGREE
	FROM	TO		
Summary of Primary Employment (Start with most recent)				
EMPLOYER	POSITION	PERIOD OF EMPLOYMENT		
		FROM	TO	
<b>Professional Preparation Related to Clinical Education (continuing education, academic courses, research, clinical practice/expertise, etc.)</b>				
Course	Provider/Location	Date		



**Technical College of the Lowcountry  
Physical Therapist Assistant Program  
Clinical Site Data Sheet**

<b>Clinical Instructors</b>			
What criteria is used to select clinical instructors? (Mark all that apply)			
<input type="checkbox"/>	APTA Clinical Instructor Credentialing	<input type="checkbox"/>	Therapist initiative/volunteer
<input type="checkbox"/>	Other (not APTA) clinical instructor credentialing	<input type="checkbox"/>	Years of experience: Number:
<input type="checkbox"/>	Certification/training course	<input type="checkbox"/>	No Criteria
<input type="checkbox"/>	Clinical competence	<input type="checkbox"/>	Other (please specify):
<input type="checkbox"/>	Delegated in job description	<input type="checkbox"/>	
<input type="checkbox"/>	Demonstrated strength in clinical teaching	<input type="checkbox"/>	

How are clinical instructors trained? (Mark all that apply)			
<input type="checkbox"/>	1:1 individual training (CCCE:CI)	<input type="checkbox"/>	Continuing education by consortia
<input type="checkbox"/>	Academic for-credit coursework	<input type="checkbox"/>	No training
<input type="checkbox"/>	APTA Clinical Instructor Education and Credentialing Program	<input type="checkbox"/>	Other (not APTA) clinical instructor credentialing program
<input type="checkbox"/>	Clinical center in-services	<input type="checkbox"/>	Professional continuing education (e.g., chapter, CEU course)
<input type="checkbox"/>	Continuing education by academic program	<input type="checkbox"/>	Other (please specify):

Name followed by credentials (e.g., Joe Therapist, DPT, OCS Jane Assistant, PTA, BS)	PT/PTA Program from Which CI Graduated	Year of Graduation	No. of Years of Clinical Practice	No. of Years of Clinical Teaching	List Certifications <b>KEY:</b> A = APTA certificated B = Other CI credentialing C = Cert, clinical specialist List others	APTA Member Yes/No

**Appendix K**  
**LEARNING CONTRACT/REMEDIATION PLAN**

**Student:**

**Date:**

**Issue(s) Discussed:**

**Issue 1:**

**Issue 2:**

**Issue 3:**

**Specific Learning Objectives/Goals:**

**Specific Activities to Achieve Objectives/Goals:**

**Remediation Process:**

**Specific Time frames to Achieve Stated Goals:**

**Outcome Measures:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ACCE Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of PTA Program: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix L**

### **PTH 252**

The first formal clinical education experience for TCL PTA students. It is a three-week, full time (120 hour) experience designed to introduce the student to elementary clinical procedures in the patient care setting.

#### **Students will have completed the following coursework:**

- Introduction to PT
- Pathology
- Functional Anatomy
- Therapeutic Exercises
- Kinesiology
- Therapeutic procedure

#### **Students are currently taking the following classes:**

- Orthopedic Management
- Physical Therapy Modalities

#### **Students have learned the following skills:**

- Bed mobility, transfers, draping, positioning, gait training, measuring assistive devices, electrical modalities, superficial modalities, manual/mechanical traction, therapeutic exercise, goniometry, manual muscle testing

Below are general guidelines to assist you with the progression of the Physical Therapy Assistant student through their five-week clinical rotation. Students in this clinical experience will need a high degree of supervision and will be primarily expected to assist the Clinical Instructor (CI) in implementing select components and interventions in a plan of care developed by a licensed physical therapist. Skills demonstrated in this clinical should include basic data collection skills (goniometry, manual muscle testing and vital signs), basic application of select modalities, and basic use of therapeutic exercise as guided by the CI and the plan of care. Due to the duration of this clinical education experience, students are not required to present an in-service during this clinical experience. Also due to the duration of this clinical education experience, the TCL PTA Program has developed a specific student performance tool to be used by clinical instructors for PTH 252. In order to ensure that the lines of communication remain open, the student and clinical instructor should meet weekly to discuss the student's strengths and areas for further development and establish goals for the clinical rotation.

#### **Expectation of student by end of clinical**

- **100% proficient in the categories of:**
  - professionalism
  - safety
  - responsibility
  - respectfulness

- ethical and legal standards
- **25% proficiency in the categories of:**
  - communication
  - documentation
  - assessment of patient status
  - data collection
  - recognizing need for POC modification
  - interventions
  - education
  - management of resources and support staff
  - working with and referring to other members of the team
  - lifelong learning
  - prevention through community outreach
- **Expectations of CI**
  - Assure student is oriented to setting, staff, and patient population
  - Ensure the student reviews department policies and procedures
  - The student will be oriented to documentation
  - Determine type and frequency of feedback that works best for CI and student
  - Set clear goals and expectations for student to focus on
  - Consult with ACCE as soon as possible concerning problems
    - Kari Canfield PTA, BS-HCS, ACCE 843-525-8213, [kcanfield@tcl.edu](mailto:kcanfield@tcl.edu)
    - Kara Santana PT, DPT Program Director, 843-525-8335, [ksantana@tcl.edu](mailto:ksantana@tcl.edu)
  - Assist student in setting up midterm visit date and time with ACCE

### PTH 264

This is the second formal clinical education experience for TCL PTA students. It is a six-week, five days per week (240 hour) experience designed to allow students to build upon the clinical procedures practiced in class and in the first clinical experience. The student has completed 5 weeks of clinical experience so far.

#### Students have completed the following classes:

- Introduction to PT
- Therapeutic Modalities
- Functional Anatomy
- Therapeutic Exercises
- Therapeutic Procedures
- Pathology
- Kinesiology
- Orthopedic Management
- Physical Therapy Modalities
- Special Topics
- Manual Therapy
- Neurorehabilitation
- Advanced Professional Preparation

#### Students have learned the following skills:

- Bed mobility, transfers, draping, positioning, gait training, measuring assistive devices, electrical modalities, superficial modalities, manual/mechanical traction, soft tissue and jt. mobilization, therapeutic exercise, goniometry, manual muscle testing, balance training, PNF

Below are general guidelines to assist you with the progression of the Physical Therapy Assistant student through their five-week clinical rotation. During this clinical experience, students will require a medium-high degree of supervision and will be able to assist the CI in implementing selected components and interventions in a plan of care. Students will be expected to perform the skills listed above for PTH 252 as well as skills related to the treatment of patients with more complex orthopedic and neurological conditions. In addition, students are required to prepare and present an in-service for staff at the clinical site during this clinical rotation. For this clinical education experience, the *Physical Therapist Assistant Clinical Performance Instrument* (PTA CPI) is used to evaluate student performance.

#### Expectation of student by end of clinical

- **100% proficient in the categories of:**
  - professionalism
  - safety
  - responsibility
  - respectfulness

- ethical and legal standards
- **50% proficiency in the categories of:**
  - communication
  - documentation
  - assessment of patient status
  - data collection
  - recognizing need for POC modification
  - interventions
  - education
  - management of resources and support staff
  - working with and referring to other members of the team
  - lifelong learning
  - prevention through community outreach
- **Student is able to manage 50% of treatment/caseload**
- **Expectations of CI**
  - Assure student is oriented to setting, staff, and patient population
  - Ensure the student reviews department policies and procedures
  - The student will be oriented to documentation
  - Determine type and frequency of feedback that works best for CI and student
  - Set clear goals and expectations for student to focus on
  - Consult with ACCE as soon as possible concerning problems
    - Kari Canfield PTA, BS-HCS, ACCE 843-525-8213, [kcanfield@tcl.edu](mailto:kcanfield@tcl.edu)
    - Kara Santana PT, DPT Program Director, 843-525-8335, [ksantana@tcl.edu](mailto:ksantana@tcl.edu)
  - Complete PTA CPI training at the APTA Learning Center at [learningcenter@apta.org](mailto:learningcenter@apta.org)
  - Update CPI Web with your personal and facility information.
  - Complete electronic CPI at midterm and final and set time aside to discuss these with student
  - Assist student in setting up midterm visit date and time with ACCE

### PTH 274

This is the third and final formal clinical education experience for the TCL PTA student. It is a seven-week, five days per week (280 hour) experience designed to allow students to progress to an entry-level of competence in patient care and professional skills. The student will have completed 10 weeks of clinical experience so far.

#### Students have completed the following classes:

- Introduction to PT
- Therapeutic Modalities
- Functional Anatomy
- Therapeutic Exercises
- Therapeutic Procedures
- Pathology
- Kinesiology
- Orthopedic Management
- Physical Therapy Modalities
- Special Topics
- Manual Therapy
- Neurorehabilitation
- Advanced Professional Preparation

#### Students have learned the following skills:

- Bed mobility, transfers, draping, positioning, gait training, measuring assistive devices, electrical modalities, superficial modalities, manual/mechanical traction, soft tissue and jt. mobilization, therapeutic exercise, goniometry, manual muscle testing, balance training, PNF

Below are general guidelines to assist you with the progression of the Physical Therapy Assistant student through their seven-week clinical rotation. During this clinical experience, students may require a high level of supervision at the onset of the clinical, but a decreasing level of supervision as the clinical progresses and students develop competence in implementing selected components and interventions of a plan of care. At the completion of this clinical experience, students will be expected to perform an entry level of competence. In addition, students are required to prepare and present an in-service during this clinical rotation for staff at the clinical site. The Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) is used in PTH 274 to evaluate student clinical performance.

- **Expectations of the student by end of clinical**
  - **100% proficient in the categories of:**
    - professionalism

- safety
- responsibility
- respectfulness
- ethical and legal standards
- **100% proficiency in the categories of:**
  - communication
  - documentation
  - assessment of patient status
  - data collection
  - recognizing need for POC modification
  - interventions
  - education
  - management of resources and support staff
  - working with and referring to other members of the team
  - lifelong learning
  - prevention through community outreach
- **Student is able to manage 75-100% of treatment/caseload and be entry level upon completion of this clinical experience.**
- **Expectations of the CI**
  - Assure student is oriented to setting, staff, and patient population
  - Ensure the student reviews department policies and procedures
  - The student will be oriented to documentation
  - Determine type and frequency of feedback that works best for CI and student
  - Set clear goals and expectations for student to focus on
  - Consult with ACCE as soon as possible concerning problems
    - Kari Canfield PTA, BS-HCS, ACCE 843-525-8213, [kcanfield@tcl.edu](mailto:kcanfield@tcl.edu)
    - Kara Santana PT, DPT Program Director, 843-525-8335, [ksantana@tcl.edu](mailto:ksantana@tcl.edu)
  - Complete PTA CPI training at the APTA Learning Center at [learningcenter@apta.org](mailto:learningcenter@apta.org)
  - Update CPI Web with your personal and facility information.
  - Complete electronic CPI at midterm and final and set time aside to discuss these with student
  - Assist student in setting up midterm visit date and time with ACCE



## APPENDIX M

### Technical College of the Lowcountry Physical Therapist Assistant Program

#### RUBRIC FOR STUDENT PERFORMANCE ON THE CLINICAL PERFORMANCE INSTRUMENT (CPI)

CLINICAL PERFORMANCE CRITERIA	PTH 252	PTH 264	PTH 274
<b>1. SAFETY: Performs in a safe manner that minimizes the risk to patient, self, and others</b>	Advanced Intermediate	Entry Level	Entry level
<b>2. CLINICAL BEHAVIOR: Demonstrates expected clinical behaviors in a professional manner in all situations.</b>	Advanced Intermediate	Entry Level	Entry Level
<b>3. ACCOUNTABILITY: Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.</b>	Advanced Intermediate	Advanced Intermediate- Entry Level	Entry Level
<b>4. CULTURAL COMPETENCE: Adapts delivery of physical therapy services with consideration for patients differences, values, preferences, and needs.</b>	Advanced Intermediate	Entry Level	Entry Level
<b>5. COMMUNICATION: Communicates in ways that are congruent with situational needs.</b>	Advanced Beginner	Intermediate	Entry Level
<b>6.SELF ASSESSMENT AND LIFELONG LEARNING: Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.</b>	Beginner- Advanced Beginner	Intermediate	Entry Level
<b>7. CLINICAL PROBLEM SOLVING: Demonstrates clinical problem solving.</b>	Beginner- Advanced Beginner	Intermediate	Entry Level
<b>13. THERAPEUTIC EXERCISE: Performs selected therapeutic exercises in a competent manner.</b>	Beginner- Advanced Beginner	Intermediate	Entry Level
<b>14. THERAPEUTIC TECHNIQUES: Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.</b>	Beginner- Advanced Beginner	Intermediate	Entry Level
<b>15. AGENTS: Applies selected physical agents and mechanical modalities in a competent manner.</b>	Beginner- Advanced Beginner	Intermediate	Entry Level
<b>17. ELECTROTHERAPUTIC: Applies selected electrotherapeutic modalities in</b>	Beginner- Advanced	Intermediate	Entry Level

a competent manner.	Beginner		
<b>18. EQUIPMENT: Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.</b>	Beginner-Advanced Beginner	Intermediate	Entry Level
<b>19. DOCUMENTATION: Produces quality documentation in a timely manner to support the delivery of physical therapy services.</b>	Beginner-Advanced Beginner	Intermediate	Entry Level
<b>20. RESOURCE MANAGEMENT: Participates in the efficient delivery of physical therapy services</b>	Beginner-Advanced Beginner	Intermediate	Entry Level

The student's final grade for their clinical educational experience will be based on the result of the ratings on the CPI, comments from the Clinical Instructor, and the discretion of the ACCE.

**PTH 274\*** For students who are completing a Specialty Rotation – i.e. sports, ergonomics, neurological or pediatrics, a final score of Advanced Intermediate to Entry Level is acceptable.

**It is expected that students will manage the following percent of their caseload by the end of each clinical rotation:**

Clinical Experience 1: the student will carry 25-50% of the caseload by the end of their clinical rotation.

Clinical Experience 2: the student will carry 50-75% of the caseload by the end of their clinical rotation.

Clinical Experience 3: the student will carry 100% of the caseload by the end of their clinical rotation.

**It is expected the student reach entry level performance by the end of the third clinical experience.**

Entry-Level performance is defined by the CPI as:

- A student who is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist.
- At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection.
- The student consults with others to resolve unfamiliar or ambiguous situations.
- The student is capable of maintaining 100% of a full-time physical therapist assistant patient care workload in a cost-effective manner with direction and supervision from the physical therapist.

APPENDIX N



TECHNICAL COLLEGE  
OF THE LOWCOUNTRY

**Physical Therapist Assistant Program  
Clinical Placement Planning Form**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

College Email: \_\_\_\_\_

Reminder: You are required to complete a clinical experience in one in-patient and one out-patient setting.

List any areas of special interest (i.e. lymphedema, pediatrics, acute rehab, SNF, etc.)

\_\_\_\_\_

List 5 choices for clinical experiences

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Every effort will be made to try to accommodate one of your choices. However, with limited available clinical sites, this may not be possible. You will be notified of placement no later than 2 weeks prior to rotation start date.

\*TCL PTA Rubric for Student Performance on the CPI is adapted from AIC DPT Program Rubric

## APPENDIX O


 TECHNICAL COLLEGE  
 OF THE LOWCOUNTRY

## Final Case Study Rubric

Rubric Components	Point Scale				Student Score
	4 Exemplary	3 Good	2 Needs Improvement	1 Unsatisfactory	
The presentation should follow the format: a. Title b. Introduction c. Describing the Patient d. Describing the Intervention/ Exercise Progression e. Describing the process for monitoring progress f. Discussion g. References					
Case should be well thought out					
Identified how progress was measured					
Reflection					
Utilized research to guide presentation/ interventions for patient					

Comments:

**CLINICAL EDUCATION MANUAL ACKNOWLEDGEMENT**

I have read and understand the materials presented in the Clinical Education Manual.

\_\_\_\_\_  
**Student Name (PRINT)**

\_\_\_\_\_  
**Date**

**Signature**\_\_\_\_\_

**THIS PAGE IS TO BE RETURNED TO THE ACCE.**