



NORTHWEST FLORIDA
STATE COLLEGE



A.S. Physical Therapist Assistant

CLINICAL EDUCATION HANDBOOK

2020-2021

Table of Contents

Introduction	5
Contact Information.....	5
Program Information	6
Accreditation Status.....	6
Equal Access/Equal Opportunity Statement.....	6
Disability Support Services.....	6
PTA Program Curriculum and Course Information	7
COURSE SEQUENCE CHANGE FOR CHARTER CLASS ONLY	8
Program Course Descriptions	8
Clinical Education Course Overview	11
Course Syllabi.....	13
Requirements for Student Preparation Prior To Clinical Practice	13
Prerequisite Requirements	13
Skills Competency and Critical Safety Elements	15
Roles of Clinical Instruction Personnel.....	15
Clinical Roles and Responsibilities of the Academic Coordinator of Clinical Education (ACCE)	16
Clinical Roles and Responsibilities of Site Coordinator of Clinical Education (SCCE).....	16
Clinical Roles and Responsibilities of Clinical Instructor (CI)	17
Clinical Roles and Responsibilities of the Student	17
Clinical Sites	18
Criteria for Selecting Clinical Sites	18
Procedures for Determining Clinical Assignments.....	19
Clinical Requirements	20
Initial Student Requirements for Participation.....	20
Attendance Policy	23
Pregnancy Policy	24
Requirements during Clinical Practices.....	24
Midterm Visits and Phone Conferences	25
Evaluation of Student Clinical Performance	25
Grading Guidelines and Procedures	26
Early Warning System	27
Failure, Incomplete or Early Termination of Clinical Practice.....	28
Remediation.....	28

Other Policies 29

 Patient Rights 29

 Complaints: 29

Information for Clinical Faculty..... 29

 Tips for Effective Clinical Teaching..... 29

 Continuing education credits for Clinical Instruction 30

 Educational and Leadership workshop opportunities 30

Evaluating the Clinical Education Program 31

Appendix 33

 Web links..... 33

 APTA Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level BOD G11-08-09-18 [Guideline]..... 33

 APTA Guidelines: Center Coordinators of Clinical Education HOD G06-93-29-52 [Guideline]..... 33

 APTA Guidelines: Clinical Instructors HOD G06-93-28-52 [Guideline]..... 33

 APTA Clinical Assessment Suite Help Center 33

 APTA Guidelines and Self-Assessments for Clinical Education, 2004 Revision..... 33

 APTA Standards of Ethical Conduct for the Physical Therapist Assistant 33

 State of Florida Board of Physical Therapy Practice Laws and Rules, December 2013 Edition 33

 APTA PTA Student Site Evaluation Form 33

 APTA ACCE/DCE Performance Assessment for CIs and SCCEs 33

Student Clinical Placement Questionnaire 34

Confidentiality Agreement..... 36

Clinical Handbook Acknowledgement 37

Consent for Release of Information..... 38

Student Orientation/Items to Review..... 39

Weekly Communication Form 40

Clinical Daily and Weekly Journal Guidelines..... 41

Clinical Education: In-service Rating Form..... 42

Clinical Practice Attendance Log..... 43

Clinical Make-Up Schedule Form 44

Post-Clinical Self-Assessment for Clinical Instructors 45

ACCE Clinical Site Visit Assessment..... 48

Student Conference Form/Plan of Action..... 50

Anecdotal Record..... 51

The Critical Incident Report	52
Student Program Planning Flow Chart.....	53
Clinical Education Survey.....	54

Introduction

The purpose of this Clinical Education Handbook is to provide Site Coordinators of Clinical Education (SCCEs), Clinical Instructors (CIs) and students a reference guide to the Clinical Education Program at Northwest Florida State College. The handbook includes the description of the PTA curriculum and the clinical education policies and procedures.

Understandably the Clinical Education Practices are a time of great anticipation and anxiety for students. Notwithstanding are the questions and concerns of SCCEs and CIs participating in these unique learning experiences. This handbook is intended to assist all parties in preparing for the Clinical Education Experience; referring to it can often answer most questions. However, please be assured that the ACCE and/or PTA Program Director are available to answer any questions and discuss any aspect of clinical education that you may have. Any updates or additions will be sent by the PTA Program ACCE.

A note of appreciation to all SCCEs and CIs: Thank you for your commitment to the process of clinical education. We have a vested interest in building a strong and mutually supportive relationship with you to ensure the provision of quality clinical experiences. As a member of our Clinical Faculty, we value your expertise and interest in the instruction of our students. We encourage you to provide us with feedback, as well as attend our program meetings and faculty development offerings. If there is anything we can do to assist you, please do not hesitate to contact us.

Contact Information

The Academic Coordinator of Clinical Education (ACCE) should be the first person to contact for any questions or concerns related to clinical education. If there is an emergency situation and the ACCE cannot be reached, please contact the PTA Program Director.

Jamie Serwein, PTA, BS

PTA Instructor – Academic Coordinator of Clinical Education (ACCE)

Phone: (850)863-6503

Email: serweinj@nwfsc.edu

Susan DeSmith, PT, DPT

PTA Program Director

Phone: (850)863-6511

Email: desmiths@nwfsc.edu

Program Information

Accreditation Status

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

Northwest Florida State College is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on June 1, 2020. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional/technical phase of the program; therefore, no students may be enrolled in professional/technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Equal Access/Equal Opportunity Statement

Northwest Florida State College is dedicated to the concepts of equity and equal opportunity. It is the specific intention of the college not to discriminate on the basis of age, color, ethnicity, disability, marital status, national origin, race, pregnancy, religion, genetic information, or gender, in its employment practices or in the admission and treatment of students in its programs or activities.

Disability Support Services

Northwest Florida State College is committed to providing equal access and opportunities for educational success to all students with disabilities as guided by the American Disabilities Act and other disability-related laws. Northwest Florida State College does not discriminate against qualified individuals with disabilities in any of our programs, services, or activities based on Title II of the Americans with Disabilities Act. Support is provided through the Accommodation Resource Center (ARC). The Accommodation Resource Center (ARC) helps navigate accessibility for students with disabilities by removing educational barriers and partnering with the campus community for inclusion and support. More information can be found by visiting the ARC website: <https://www.nwfsc.edu/students/accommodations/>.

PTA Program Curriculum and Course Information

Semester	Course ID	Course Name	Credit Hours
First Year			
Fall Semester	MGF 1106	Practical Applications of Mathematics	3
	ENC 1101	English Composition I	3
	BSC 1085C	Anatomy and Physiology I	4
	HSC 1531	Medical Terminology	3
	PHI 2600	Introduction to Ethics	3
	Total		
Spring Semester	BSC 1086C	Anatomy and Physiology II	4
	DEP 2004	Human Growth and Development	3
	PHT 1128	Functional Anatomy and Kinesiology	3
	PHT 1128L	Functional Anatomy and Kinesiology Lab	2
	PHT 1007	Topics in Physical Therapy	3
	Total		
Second Year			
Fall Semester	PHT 1931	PTA Seminar	1
	PHT 1224	Therapeutic Techniques & Disabilities	3
	PHT 1224L	Therapeutic Techniques & Disabilities Lab	2
	PHT 1200	Basic Patient Care	2
	PHT 1200L	Basic Patient Care Lab	2
	PHT 2301	Pathological Conditions in PT	3
	PHT 1800L	Physical Therapy Clinical Practice I (2 weeks)	2
	Total		
Spring Semester	PHT 1211	Physical Therapy Principles and Procedures	2
	PHT 1211L	Physical Therapy Principles and Procedures Lab	2
	PHT 2252	Orthopedic Disabilities & Treatment	2
	PHT 2252L	Orthopedic Disabilities & Treatment Lab	1
	PHT 2162	Neurological Disabilities & Treatment	2
	PHT 2162L	Neurological Disabilities & Treatment Lab	2
	PHT 2810L	Physical Therapy Clinical Practice II (4 weeks)	4
	Total		
Summer Semester	PHT 2704	Advanced Rehab Concepts in PT	2
	PHT 2704L	Advanced Rehab Concepts in PT Lab	1
	PHT 2930	Trends in Physical Therapy	2
	PHT 2820L	Physical Therapy Clinical Practice III (8 weeks)	8
	Total		
Total Hours			74

General Education Requirements: 23 credit hours
Technical Course Requirements: 51 credit hours
Total Credit Hours: 74
Total Off-Campus Clinical Hours: 560 clock hours

COURSE SEQUENCE CHANGE FOR CHARTER CLASS ONLY

(Summer semester courses split into fall semester to allow for CAPTE decision on accreditation)

Summer Semester (2022)	PHT 2704	Advanced Rehab Concepts in PT	2
	PHT 2704L	Advanced Rehab Concepts in PT Lab	1
	Total		3
Additional Semester			
Fall Semester (2022)	PHT 2930	Trends in Physical Therapy	2
	PHT 2820L	Physical Therapy Clinical Practice III (8 weeks)	8
	Total		10
Total Hours			74

Program Course Descriptions

PHT 1007 Topics in Physical Therapy

An introduction of the physical therapy profession, to include the history, ethics, settings, trends and professional issues. Delineation of the roles of the health care team, physical therapy personnel, and communication skills required as a healthcare provider. Various regulatory agencies, practice rules and regulations are also included. The student will also explore the psychological and sociological effects of disabilities, including the impact of culture and economics on the patient and family.

PHT 1128 Functional Anatomy & Kinesiology

An in-depth study of the structure and function of the musculoskeletal system, with emphasis on the biomechanical principles of human motion. To include the organization and function of the nervous system and how it interacts with the musculoskeletal system for control and balanced mobility of the human body. Foundations of functional motions will be covered, such as biomechanics of muscle action, levers and torques in relation to human body, and basic physics concepts that applies to physical therapy

PHT 1128L Functional Anatomy & Kinesiology Lab

In this course, the student will have the opportunity to practice and refine the concepts taught in PHT 1128. Students will develop basic physical therapy skills in palpation of bony landmarks, goniometry, gross manual muscle testing, and analysis of muscle function as it relates to the biomechanical principles of human motion.

PHT 1200 Basic Patient Care Lecture

Introduces the student to basic patient care skills, patient positioning and draping, treatment area preparation, transfers, wheelchair management, and data collection skills. Wound care principles are introduced including types of wounds/burns and other integumentary issues, stages of healing, treatment/dressings, and care/prevention of pressure ulcers. This course is intended to provide an in-depth exposure to the basic skills necessary in the clinic setting and appropriate professional behaviors.

PHT 1200L Basic Patient Care Lab

This lab course allows the practice and refinement of the concepts learned in PHT 1200 lecture on simulated patients. Use of equipment commonly found in physical therapy settings, proper body mechanics in moving, lifting, and transferring patients, wheelchair management, aseptic techniques and principles of wound care.

PHT 1224 Therapeutic Techniques & Disabilities Lecture

An overview of principles and techniques of basic physical therapy interventions, with emphasis on physiological changes and effects in commonly seen disorders across the lifespan. Will include therapeutic exercises, gait training with assistive devices, manual therapy, postural analysis, aerobic conditioning and airway clearance techniques

PHT 1224L Therapeutic Techniques & Disabilities Lab

This lab course allows the practice and refinement of the concepts learned in PHT 1229 on simulated patients. Students will receive hands-on experience with a variety of exercise equipment and practice in performing, assisting, and teaching of therapeutic exercises. Selected tests and measures will be introduced in this course.

PHT 1211 Physical Therapy Principles & Procedures Lecture

Instructs the student in the theory, physiology and application of biophysical agents used for therapeutic treatment of tissue. Knowledge of the physical principles, physiological effects, medical physics, indications, and contraindications of heat, cold, light, traction, compression, electricity, and hydrotherapy. Selected tests and measures are taught related to the safe application of these agents.

PHT 1211L Physical Therapy Principles & Procedures Lab

This lab course allows the practice and refinement of the concepts learned in PHT 1217 on simulated patients. The application of biophysical agents and data collection skills required for safe application of these modalities.

PHT 1931 PTA Seminar

An orientation to the physical therapy clinic environment. The course covers professional clinical expectations, treatment preparation, risk management, the medical record and medical documentation.

PHT 1800L Physical Therapy Clinical Practice I

A supervised clinical experience, 2 concurrent weeks of full-time clinical education exposure for an introductory experience. Students observe and implement physical therapy services under the close supervision of a clinical instructor.

PHT 2301 Pathological Conditions in PT

This course introduces the pathophysiology of selected disease processes. Disease signs, symptoms, complications, as well as clinical, typical pharmacologic agents and laboratory findings are reviewed by body system. Emphasis will be placed on conditions typically encountered in the physical therapy setting.

PHT 2252 Orthopedic Disabilities & Treatment Lecture

Concepts of orthopedic physical therapy management as well as the therapeutic applications related to bone, cartilage, muscle and soft tissue healing processes. Various musculoskeletal diseases and orthopedic conditions will be introduced including their related pathology and treatment plans. Various surgical precautions, tests and measures, common orthotics, gait deviations, joint mobilizations, soft tissue techniques, and use of modalities for orthopedic conditions. Diagnostic tools such as plain film radiography, computed tomography, diagnostic ultrasound, and magnetic resonance imaging will be introduced.

PHT 2252L Orthopedic Disabilities & Treatment Lab

This lab course allows the practice and refinement of the concepts learned in PHT 2250. Clinical scenarios that require data collection and therapeutic applications for common orthopedic conditions. The development of critical thinking, clinical problem solving, and effective treatment plans for various orthopedic conditions.

PHT 2162 Neurological Disabilities & Treatment Lecture

A comprehensive review of the human nervous system and selected neurological disabilities encountered frequently in physical therapy practice. The course addresses knowledge and application of a variety of therapeutic techniques utilized with patients across the lifespan that have chronic neurological conditions. Stages of motor development and movement strategies are also discussed.

PHT 2162L Neurological Disabilities & Treatment Lab

This lab course allows the practice and refinement of the concepts learned in PHT 2163 on simulated patients. Clinical scenarios that require critical thinking skills to develop treatment, progress and follow-up plans for patients with various neurological conditions. Students will also learn about various assessment techniques including sensory, balance and coordination, reflexes, gait analysis, functional and environmental assessment, and perceptual and cognitive deficit assessment.

PHT 2810L Physical Therapy Clinical Practice II

A supervised clinical experience, 4 concurrent weeks of full-time clinical education exposure for an integrated clinical education experience. Students implement physical therapy services under the close supervision of a clinical instructor. Students will be expected to perform specific therapeutic procedures covered in prior coursework.

PHT 2704 Advanced Rehab Concepts in PT Lecture

Designed to provide a variety of therapeutic principles and techniques utilized in the clinical setting to address special populations with advanced rehab needs. This includes accessibility to home and community for all patients, women's health, pediatric conditions, bariatrics, geriatrics, and advanced management of amputation and prosthetics. Patient education and the education of others about physical therapy are included.

PHT 2704L Advanced Rehab Concepts in PT Lab

This lab course allows the practice and refinement of the concepts learned in PHT 2700 on simulated patients. Students will engage in patient education and utilize appropriate teaching methods for their target audience.

PHT 2930 Trends in Physical Therapy

This course broadens the scope of the student's understanding of the health care system. Topics include trends in healthcare and their influence on physical therapy, administrative procedures utilized in physical therapy, and ethical problem solving. Community service, citizenship and advocacy will be addressed. The course will include mock quizzes and a timed mock examination in preparation for the NPTE. Students will also develop skills necessary for employment including interview techniques and developing a resume and cover letter.

PHT 2820L Physical Therapy Clinical Practice III

The final supervised clinical experience, 8 concurrent weeks of full-time clinical education designed to prepare PTA students for entry into the profession of physical therapy. Student will have the opportunity to refine all treatment interventions and data collection skills, plus demonstrate professional behaviors throughout the clinical experience.

Clinical Education Course Overview

Each Clinical Education Practice provides the opportunity for the PTA student to observe and perform data collection and intervention skills following the plan of care established by the PT and with the appropriate supervision and guidance of a qualified Clinical Instructor. Over the course of the three Clinical Education Practices, the expectation is each PTA student is exposed to the treatment of patients with a variety of commonly encountered diagnoses, impairments, and functional limitations. In addition, each student must also develop a clear understanding of the legal and ethical practices of an entry level PTA, including the relationship and roles of PT/PTA practice. To ensure this level of education, students need to observe ethical, professional, quality focused clinicians in action, and in all aspects of physical therapy services, as this will serve as a frame of reference on which PTA students can model their own behaviors and thought processes.

On each clinical practice, students are expected to be able to implement and integrate the knowledge and skills they have previously learned in their PTA education. However, during any of the clinical practices, CIs may introduce and instruct PTA students to concepts in treatment techniques or data collection skills to which the PTA student has not had prior academic exposure. Please be aware that these activities **must** be within the PTA scope of practice and not in violation of professional standards. Further, the CI must remain cognizant of the PTA students' knowledge base and prior academic preparation and must not expect PTA students to be safe in the use and application of new concepts and/or skills without the requisite course work to ensure their full understanding.

Clinical Practice I is designed as an introduction to the clinical setting and to allow students to get comfortable around patients and practice skills learned during the second technical semester. This is a limited experience and students are expected to be at or near the **Advanced Beginner level**. Clinical Practice II is at the end of the third technical semester and offers students a full time four-week experience where they are expected to be at or near the **Advanced Intermediate level**. Finally, Clinical Practice III is the final full-time experience where students are expected to be at **Entry level** at the end of the eight-week full time experience. At the conclusion of all three Clinical Education Practices, a student is expected to have completed 560 hours of clinical education.

During each clinical education course, students apply knowledge and skills learned under the direction and supervision of an experienced PT or PT/PTA team. While each of these experiences provide a crucial link in the process of learning, understanding and gaining practice with the treatment skills necessary for the entry-level PTA clinician, students also gain knowledge and skills that are unique to that particular clinical setting. To ensure that each student meets entry level expectations for the PTA, the PTA Program requires that each student is exposed to a variety of clinical settings and patient populations over the course of the three practices. At least one of the three experiences must be at an in-patient setting, such as an acute care hospital, rehabilitation facility, skilled nursing facility or extended care facility. In addition, at least one affiliation must be at either an outpatient PT department or private practice. The selection for the third setting is to provide additional diversity, breadth, and depth of experiences. Conscious and deliberate choices are made on the part of the ACCE to devise a series of clinical placements which match student needs, clinical interests, and which create a cohesive and progressive set of experiences to support the PTA student's transition from novice to entry level PTA. Regardless of the setting, emphasis is placed on the student's provision of safe, responsible, ethical, legal, and respectful patient care; **performance issues in these areas provide grounds for the student failing the clinical practice.**

The APTA Clinical Performance Instrument (CPI) will be used during each rotation to assess student's level of performance in 14 areas. While PTA students are not expected to achieve entry level of performance in these

criteria by the end of Clinical Practice II, they must be at entry level of performance by the end of Clinical Practice III.

Clinical Education Practices I and II are strategically placed within the curriculum so that students can assimilate and synthesize information from both the classroom and clinical experiences. Students are expected to identify their current strengths and learning needs and to use this knowledge to more actively participate in the learning opportunities in their remaining PTA course work. This process is particularly significant between the second and third clinical practice, when students are able to engage in more complex clinical reasoning and problem-solving skills, thus preparing them for their third and final clinical practice.

In addition to direct patient care functions, over the course of the three clinical placements PTA students are exposed to and gain experience in the following, as allowed within the scope of PTA practice:

- Understanding the PT/PTA roles and effective utilization in the provision of quality care
- Varied approaches to clinical reasoning and problem solving
- Organizational structures of three very different care settings
- Billing, reimbursement regulations and requirements common to the settings and patient population served at each clinical site
- Documentation of patient care in at least three different health care settings
- Compliance with health care regulations: HIPAA, standard precautions, and OSHA
- Providing effective oral and written communications in three varied professional settings
- Interactions between individuals of diverse racial, cultural and socio/economic backgrounds
- Educating individuals with varied learning styles, learning needs and motivation levels
- Resolving conflicts
- Working effectively as a member of a team in different patient care settings
- Quality assurance activities
- Providing and attending in-service trainings
- Team and family meetings
- Observation, collaboration, and/or co-treatment with other rehabilitation specialists
- Collaboration and communication with other health care providers such as nursing staff, medical social workers, and physicians
- Utilizing support staff
- Assisting with discharge planning
- Performance of environmental assessment
- The role of physical therapy in health, wellness, and preventative care
- Social responsibility and opportunities for community service activities
- Varied career paths and expectations for life-long learning

PTA students frequently have the opportunity to observe the following:

- Surgery
- Fabrication of custom adaptive equipment, braces, casts, and/or prosthetics
- Special testing such as barium swallows
- Home safety and accessibility assessments
- Other therapies, such as Occupational and Speech/Language Pathology

CIs are expected to actively seek out and plan PTA student participation in learning opportunities such as those listed above. CIs often collaborate with other PTs and PTAs on staff for the benefit of the PTA student.

For example, if another clinician is assigned to a unique or interesting patient case the PTA student may be given the opportunity to observe and/ or assist with the care provided. Additionally, PTA Program students are encouraged by the ACCE to be active learners and to request additional and special experiences. During mid-term visits/phone conferences, the ACCE reviews with the PTA student and CI the available learning experiences and encourages maximizing the learning opportunities in that setting to gain the most varied exposure possible.

Of the physical therapy experiences previously listed, one of the most important for PTA students is the development of a clear understanding of PT/PTA roles. By graduation, PTA students need to be ready to form an effective team with the PT(s) directing their involvement with each patient case. CIs foster the development of the PT/PTA relationship.

When the CI is a PTA, the PTA models the appropriate relationship with the PT meeting patient care. The PT who supervises the PTA has an important stake in the supervision of the PTA student since the PT has ultimate legal responsibility for the Physical Therapy services provided to the patient(s). Over the course of the experience, the PTA student observes and directly participates in the communications between the PTA and the PT regarding the plan of care, treatment goals, patient's progression within the plan of care, need for reassessment and adjustment to the plan of care, patient need for equipment and/or other services, and discharge planning. In placements in which the CI is a PT, the CI engages the PTA student in communications about each patient which model those between a PTA and PT. As the PTA student gains competency, s/he becomes increasingly responsible for communicating with the PT for each case and for progressing the patient within the plan of care established by the PT. The ACCE encourages PTA students to be highly conscious of PT/PTA roles during each clinical practice and is available to answer any questions or concerns that may arise in this regard.

Course Syllabi

Each clinical education course within the PTA curriculum has a syllabus that specifies objectives and requirements students are expected to meet in order to progress in the PTA program. Please be aware that syllabi are flexible documents that are regularly reviewed and revised. A current clinical education course syllabus will be included in the packet of information sent to the SCCE and CI at least one month prior to the start of each clinical placement. SCCEs and CIs should review the current syllabus and use it as a basis from which to plan the student's experience. The ACCE is available as needed to assist CIs and SCCEs in determining how to structure each clinical practice in accordance with the Clinical Education course syllabus.

Requirements for Student Preparation Prior To Clinical Practice

Prerequisite Requirements

It is the responsibility of the Program Academic faculty, the ACCE, and ultimately the Program Director to ensure that the student has: 1) successfully completed all prerequisite courses, 2) achieved the required level of skill and safety competency, and 3) achieved the expected levels of performance in the Professional Behaviors prior to taking each Clinical Education course.

Prior to student placement, the ACCE ensures that the level of the clinical practice is made clear to the SCCE. It is also very important that SCCEs and CIs review the program curriculum and familiarize themselves with the prior course work and the levels of preparation expected of the student for each Clinical Education course. The following table summarizes the prerequisite courses and the Professional Behaviors performance levels

expected for each Clinical Education course. Students will perform a self-assessment of professional behaviors during mid-term counseling session with their faculty advisor.

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. Ten Professional Behaviors were identified through a study conducted at the Physical Therapy Program at UW-Madison. PTA students are required to perform a self-assessment of these behaviors during their mid-term advisor meetings each semester. The ten abilities and definitions developed are: Critical Thinking, Communication, Problem Solving, Interpersonal Skills, Responsibility, Professionalism, Use of Constructive Feedback, Effective Use of Time and Resources, Stress Management, and Commitment to Learning.

Course	Prerequisites
Physical Therapy Clinical Practice I	<p>Coursework Completed: English Composition I Practical Applications of Mathematics Introduction to Ethics Human Growth and Development Anatomy and Physiology I & II Medical Terminology Topics in Physical Therapy Functional Anatomy & Kinesiology Lecture & Lab Therapeutic Techniques & Disabilities Lecture & Lab Basic Patient Care Lecture & Lab Pathological Conditions in PT PTA Seminar</p> <p>Professional Behaviors: expected to be at <u>Advanced Beginner Level</u></p>
Physical Therapy Clinical Practice II	<p>Coursework Completed (to include everything listed above): Clinical Practice I Physical Therapy Principles & Procedures Lecture & Lab Orthopedic Conditions & Treatment Lecture & Lab Neurological Conditions & Treatment Lecture & Lab</p> <p>Professional Behaviors: expected to be at <u>Advanced Intermediate Level</u></p>
Physical Therapy Clinical Practice III	<p>Coursework Completed (to include everything listed above): Clinical Practice II Advanced Rehab Concepts in PT Lecture & Lab Trends in Physical Therapy</p> <p>Professional Behaviors: expected to be at <u>Entry Level</u></p>

Skills Competency and Critical Safety Elements

Assessing student ability to perform patient care and related activities safely and competently is of prime importance to both the academic and clinical faculty of the PTA program. The following is a list of the skills in which students must demonstrate safety and competency as they progress through the curriculum. The performance levels expected of students **prior** to Clinical Rotation are indicated in the columns below.

Competency Skills Learned <i>for Rotations</i> →	Clinical Practice I	Clinical Practice II	Clinical Practice III
DATA COLLECTION			
Vital Signs	X	X	X
Anthropometric Measurements	X	X	X
Goniometry & Manual Muscle Testing	X	X	X
Integumentary Integrity	X	X	X
Respiratory Pathology Assessment	X	X	X
Pain Interview		X	X
INFECTION CONTROL PROCEDURES			
Aseptic Technique: Handwashing, Gown & Mask for Isolation, Sterile Gloves & Bandaging	X	X	X
FUNCTIONAL TRAINING			
Positioning & Bed Mobility	X	X	X
Wheelchairs & Wheelchair Function	X	X	X
Transfers & Transfer Training	X	X	X
Treatment of Postural Hypotension	X	X	X
Basic Gait Training with Assistive Devices	X	X	X
Amputee Rehab & Lower Extremity Prosthetics			X
Lower Extremity Orthotics Training		X	X
Activities of Daily Living			X
THERAPEUTIC EXERCISE			
Active Range of Motion Exercise	X	X	X
Stretching	X	X	X
Strengthening Exercise: Musculoskeletal	X	X	X
Postural Structural Corrective Exercise	X	X	X
Neuromuscular Facilitation/Inhibition Techniques		X	X
Cardiopulmonary Rehabilitation		X	X
BIOPHYSICAL AGENTS			
Hydrocollator Pack &/or Paraffin		X	X
Cryotherapy: Ice Pack, Ice Massage, Contrast Bath		X	X
Ultrasound		X	X
Electrotherapeutic Agents		X	X
Compression therapies		X	X
Traction		X	X
Biofeedback		X	X
MANUAL THERAPY TECHNIQUE			
Therapeutic Massage	X	X	X
Chest Physical Therapy	X	X	X
Passive Range of Motion	X	X	X
EDUCATION			
Home Program: Teaching Skills		X	X

Roles of Clinical Instruction Personnel

Clinical Roles and Responsibilities of the Academic Coordinator of Clinical Education (ACCE)

- Licensed Physical Therapist or Physical Therapist Assistant and full-time employee of NWFSC.
- Develops, implements, and monitors adherence to policy and procedures for the clinical education component of the curriculum
- Identifies potential clinical sites, initiates requests for affiliation, and establishes and maintains contracts.
- Communicates with the SCCE regarding affiliation dates, number of students they can accommodate, and issues relating to the clinical education experience.
- Works with the student to select the appropriate clinical site that would be most beneficial for student needs.
- Provides the Program Handbook and other required material to the clinical site.
- Ensures CIs are prepared to use Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) Web.
- Monitors the student's progress during the clinical practice through email, phone calls, and scheduled visits.
- Counsels students individually on clinical performance and professional behavior issues.
- Determines the grades for clinical practice courses and develops remedial experiences for students, if necessary.
- Maintains clinical education records.
- Evaluates each clinical education site through student feedback, on-site visits, and ongoing communication.
- Provides feedback to clinical educators concerning their effectiveness in delivering clinical learning experiences based on student feedback and direct observation.
- Evaluates the effectiveness of the clinical education component of the curriculum and reports the status to the Director.
- Performs self-evaluation through the APTA ACCE/DCE Performance Assessment for Self and Academic Administrators.

Clinical Roles and Responsibilities of Site Coordinator of Clinical Education (SCCE)

To qualify as a SCCE, individuals should meet the following criteria based on the APTA *Guidelines for Center Coordinators of Clinical Education* (Appendix p.33):

- Licensed Physical Therapist or Physical Therapist Assistant in Florida with at least one year of experience in the practice.
- Demonstrates effective communication/interpersonal skills, instructional skills, supervisory skills, evaluation skills, and administrative/managerial skills.
- As the clinical affiliate's appointed representative, the SCCE coordinates the clinical education activities, including assignment of students to qualified clinical instructor(s)
- Serves as the liaison between the college, ACCE and the clinical site assuring the completeness of the contract with the College.
- Assigns the student to the appropriate CI based on experience and goals of student.
- Serves as a resource person and mediator for student/clinical staff conflict resolution.

- Provides feedback to the ACCE regarding the effectiveness of the clinical education program to include current and accurate information about the clinical site.
- Maintains a safe and non-discriminatory learning environment via facility policies and procedure.

Clinical Roles and Responsibilities of Clinical Instructor (CI)

To qualify as a CI, individuals should meet the following criteria based on the *APTA Guidelines for Clinical Instructors* (Appendix p.33):

- Licensed Physical Therapist or Physical Therapist Assistant with at least one year of experience in the practice.
 - PT acting as CI: PTA's will serve as role models for the students maintaining an active role in feedback and evaluation of the student.
 - PTA acting as CI: PT will observe and consult on an ongoing basis, to model the essentials of the PT/PTA relationship, and to maintain an active role in feedback and evaluation of the student.
 - Regardless of who functions as the CI, a PT will be the patient/client care team leader with ultimate responsibility for the provision of physical therapy services to all patients/clients for whom the student provides interventions.
- Desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.
- Plan, conduct, and evaluate a clinical education experience based on sound educational principles and is evaluated on the actual application of those principles.
- Works in association with the Site Coordinator of Clinical Education (SCCE).
- Orientation to the facility, policies/procedures, emergency procedures, and other data necessary for the student's integration into the department's setting.
- Directly supervises the student during the clinical rotation.
- Modify learning experiences to meet individual student needs, objectives, and interests.
- Gaining permission of patient for student participation in care, making it clear to the patient that they can refuse treatment by a student.
- Is credentialed to use the CPI for evaluation of student performance. Free training through the APTA (Appendix p.33).
- Assesses the student's performance using the Program's designated assessment tool and provides constructive feedback.
- Openly communicate with the SCCE, ACCE and the student regarding the student's experience.
- In conjunction with the student, specific goals for the rotation should be written and frequently reviewed and revised as indicated.
- Practice in a manner consistent with established professional standards and ethical guidelines.

Clinical Roles and Responsibilities of the Student

- Submit to the ACCE preferences and all other required paperwork for clinical education placements by appropriate deadlines.
- Ensure Basic Requirements for Participation are complete (see below).

- Plan for transportation, food, housing and other necessities associated with clinical education. Students cannot work at any employment during clinical practice that interferes with the clinical education process.
- Secure and wear appropriate uniform/dress designated by each site, this includes a name badge with “student PTA” designation.
- Read and abide by the policies, procedures and standards of the college, the Program, the clinical facility and the profession. This includes following facility/school policies and procedures regarding such items as confidentiality, conduct, dress, attendance, etc.
- Notify the CI and ACCE when unable to attend clinic. Notify the CI of any late arrival and early departure (See program attendance policy).
- Make arrangements with the CI to make up missed clinical educational time and notify the ACCE of these arrangements.
- Demonstrate appropriate technical competence for the level of professional education achieved prior to a clinical education experience.
- Participate actively in the clinical education process, develop both technical and professional skills, behaviors, and attitudes.
- Communicate any issues or concerns during the clinical education experience to the appropriate individual (CI, SCCE, and/or ACCE).
- Complete any and all assignments during the clinical education experience.
- Complete all required feedback to the clinical instructor and ACCE regarding the learning experience.

Clinical Sites

Criteria for Selecting Clinical Sites

These criteria were developed using *The Guidelines and Self-Assessments for Clinical Education 2004* Revision endorsed by the APTA’s House of Delegates and adopted by APTA’s Board of Directors (Appendix p.33).

The clinical site/Instructor will:

- Be licensed or accredited as applicable.
- Operate within legal and ethical standards.
- Represent current practice and encourage and support active career development.
- Have a written philosophy compatible with the College and Program mission.
- Assign a SCCE to be responsible for coordinating clinical instruction of students (if a multi- therapist setting).
- Promote staff participation in clinical education activities, training, and development.
- Provide the student with learning experiences appropriate for their level of education and attempt to fulfill student objectives for each level of practicum.
- Provides an active, stimulating environment appropriate to the learning needs of students.
- Give feedback to NWFSC PTA program regarding curriculum and academic preparation of students.
- Provide an orientation for students.
- Have clearly defined roles for physical therapy personnel and are adequate in number to provide and educational program for students.
- Have policy and procedure manuals that include policies regarding patients’ rights, safety procedures, and an organizational chart identifying lines of communication.

- Have non-discrimination policies and procedures relative to facility personnel, patient rights and in the selection or assignments of students during their learning experiences.
- Have a variety of learning experiences available/applicable to the facility.
- Have an adequate patient population, staff, equipment, space, and other resources.
- Expose students to non-patient care activities, (e.g. quality improvement, productivity monitoring, observing surgery, observing other health care professionals, supervising support personnel, education, administration, social responsibility and advocacy) as appropriate.
- Supply information regarding support services, i.e. emergency medical care, cafeteria, parking, available housing, etc., if applicable.
- Demonstrates administrative support for the physical therapy clinical education.
- Demonstrate continuing and effective communication within the clinical education site through use of verbal, written, and information technology.

Procedures for Determining Clinical Assignments

The PTA Program at NWFSC works to maintain a sufficient balance in facilities to offer students wide-ranging patient experiences during the clinical portion of the program. The goal is to graduate well-rounded PTAs with experience in both inpatient and outpatient settings.

Opportunities for clinical practice are solicited by the ACCE during the academic term prior to the clinical affiliation in accordance with approved APTA guidelines. Once placement requests are received by the SCCE, he/she determines the number, opportunities, and clinical instructors available and then returns the placement request form to the ACCE. The ACCE will maintain a list of sites available for clinical placements for each clinical practice.

Process for placement:

- Students meet with the ACCE at the beginning of the spring semester at the start of their technical year. They are familiarized with the clinical selection process and give a list of “active” and “on file” affiliated sites (“active” sites have indicated clinical placement slots and “on file” are sites that are used infrequently but have agreed to try to provide a slot if requested).
- Students complete a **Student Clinical Placement Questionnaire** form which includes rank order of their top three choices for each clinical rotation based on the list of available placements. Students must have a clinical experience in both the inpatient and outpatient setting.
- Students interested in attending a “specialty” site (pediatrics, rehab, sports etc.) will be sent (when available) based on their demonstrated strengths in basic skills.
- Students may request to set up one clinical education experience that is not currently contracted with NWFSC. This may be a long process and no guarantees can be made. Students are not to solicit the site directly. Students will contact the ACCE for these requests.
- The ACCE has the final say in where students attend each rotation and will utilize the following factors:
 - Availability at clinical site
 - Location, setting, and experiences available at the clinical facility
 - Type of facility and expectations/considerations of the clinical facility

- Student Placement Questionnaire
- Placement opportunities are confirmed/reconfirmed with the SCCE during the term prior to each affiliation.
- The ACCE presents the final clinical affiliation list to the students and they will have one week to negotiate any changes. After that time period, there will be no changes made except at the discretion of the ACCE.
- Eight weeks prior to the start date of the clinical practice, the ACCE will contact the clinic sites outlining the name and contact information of the student/students assigned to their facility and the NWFSC PTA Clinical Education Handbook, required forms, and any specific instructions relative to the rotation. The SCCE will provide the ACCE the name, contact information, and proof of CI qualification and licensure through Exxat.
- At least two weeks prior to the start date of the practicum, students will complete the **Student Introduction Form** and submit to the SCCE/CI through Exxat.

Clinical Requirements

Initial Student Requirements for Participation

1. Each student will be competent and prepared to attend a clinical rotation. Students demonstrate competence and preparedness for clinical experiences by having passed skill check-offs and lab practicals, passed all required courses with a C or higher and maintained a 2.8 average GPA, prior to being placed in a clinical education experience.
 - Program faculty do not provide information related to the academic standing of any student. Clinical affiliates are provided with a Skills List that identifies the skills each student is prepared to perform during each clinical practice.
2. Students will register with **Exxat**:
 - **Exxat** is a secure third-party organization that provides management of independent background checks, drug testing, immunization record analysis and medical documentation. Students are required to meet specific health and security standards prior to rotating through designated clinical sites affiliated with the Northwest Florida State College Associate Degree Physical Therapist Assistant Program. Students are financially responsible for all drug tests, background checks, employment verification, etc. associated with **Exxat**.
 - **Exxat** has partnered with Universal Background Screening, a company that specializes in background checks and drug testing for education and healthcare institutions nationwide. We have chosen Universal as a preferred partner, due to the company's extensive experience in the screening industry, focus on compliance, and is one of only a few screening firms accredited by the National Association of Background Screeners (NAPBS).

- All Documentation associated with **Exxat** must be listed as COMPLETE. Facilities may deny student privileges if any clinical documentation/orientation/requirements are incomplete. Failure to comply with facility requirements may result in delayed program completion.
 - Once students are accepted into the PTA Program, they will receive an email from **Exxat** with login instructions. Once logged in students will set up a student profile with general information.
 - If you have any questions regarding the use of **Exxat**, i.e. uploading documentation or checking your status, contact Call Support at 516-308-2909 Monday-Friday 6:30 am - 8:30 pm EST, log into **Exxat** and request a live chat, or send an email to support@exxat.com. It is the responsibility of the student to ensure that records are updated throughout the entire program in order to comply with clinical health regulations. This includes, but is not limited to, annual influenza vaccinations, TB screening tests, multi-series vaccinations and/or pertinent medical documents. Immediate removal from a facility will result if pending documentation is delinquent.
 - Students will Print, Sign, and Upload the following to **Exxat**:
 - Physical Therapist Assistant Program Health Certificate/completed physical exam
 - Immunizations record and results of TB test
 - Copy of Driver's License or other government issued photo ID
 - Copy of CPR certification
 - Clinical Handbook Acknowledgement Form
 - HIPAA Policy/Confidentiality agreement
 - Release of Information Form
3. Students are assessed a fee included in the course fees for malpractice and accident insurance.
 4. Students are responsible for notifying academic/clinical faculty of any change in their health status that could affect the student's safety and ability to effectively participate and perform activities related to patient care.
 5. Students will complete the **APTA PTA CPI Web training** and upload the completion certificate to **Exxat** prior to the start of Clinical Practice I (Appendix p.33).
 6. During all clinical affiliations students should remember that professional appearance reflects the image of themselves, the PTA Program, and the College. The professional standards described in this handbook are required at all times and apply to all students both male and female. Each student is expected to be neat, clean, free of odor, and well-groomed. Students are to comply with the dress code of each clinical facility. If at any time a student is unsure of the facility dress code it is the student's responsible to discuss with the Clinical instructor at their clinical rotation for the specific dress code policy prior to the rotation start date. If the dress code of the facility is not discussed, it is expected that the student's attire consists of slacks and NWFSC Polo-style collared shirt. The program's general guidelines for professional appearance while in the clinical facility include:
 - Nails should be clean, short, and smooth to ensure patient safety. Artificial nails and polish are discouraged.
 - Cosmetics should be neutral and used in moderation.

- Tattooing must be entirely covered at all times during the clinical affiliation and not be visible to patients/clients.
 - Students will use sufficient soap, toothpaste, deodorant, etc. to prevent body odor. Colognes, perfumes, and aftershave are discouraged.
 - Modest earrings, wedding, engagement or class rings are permitted. Multiple sets of earrings or decorative body piercings are not permitted. (This includes but not limited to tongue rings, nose rings, or gauged plugs).
 - Hair is to be controlled, away from the face, and kept in good taste. This includes unnatural hair colors and highlights (i.e. pink, blue, purple, green, etc.) Facial hair, if worn, must be neat and closely trimmed.
 - Sandals, open toe shoes, clogs, boots, high heels, and old/dirty tennis shoes are not permitted. Most clinical sites allow clean tennis shoes as appropriate.
 - A watch with a second hand or digital watch with seconds is required.
 - The student must follow the specific clinical facility dress code, which may include wearing scrubs, lab coat, tie, or pulling the hair back.
7. Students will wear their NWFSC name tag at all times and should always identify themselves as a PTA Student from NWFSC.
8. During all rotations the student must comply with:
- APTA Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix p.33)
 - Florida PT Practice Act, Rules and Regulations (Appendix p.33)
 - HIPAA/OSHA (Confidentiality Agreement)
 - Failure to comply with the above can result in dismissal from the program.
9. All expenses incurred during rotations are the responsibility of the student unless otherwise indicated by the facility. Expenses include, but are not limited to, the following: Travel, Housing, Meals, Parking, and Emergency care.
10. Students will complete the **Clinical Handbook Acknowledgement Form**, through **Exxat**, acknowledging that they have read, understand, and will abide by the policies and procedures contained in this handbook.

Skills Notebook

Students must be checked off by program faculty on specific skills prior to each clinical rotation. They are also required to have a CI check off at least 80% of skills by their final clinical practice. Students are not to assume that a CI will check off any skill that has not first been taught and checked off by academic faculty. The student is responsible to ensure sufficient lab practice time for acquiring the skills appropriate to the specific clinical prior to arrival. Students must check off at least 3 skills by the end of Clinical Practice I, 10 by the end of Clinical Practice II, and 80% by the end of Clinical Practice III. To graduate, students are responsible for making sure a minimum of 80% of the skills listed in the "Skills Notebook" have been checked off by a clinical instructor. Students have until the last day of the program to fulfill this requirement. Any skill unchecked after the 80% minimum has been achieved will require a written review of the skill based on the format given in the course handout. The Master Skills Checklist contains a column listed as "Challenge." This is where the Clinical Instructor may challenge a mastery skill previously checked off, if it is witnessed not being performed correctly in the clinical setting. The ACCE will be notified if skill is being challenged and the student will be allowed to reattempt skill either in clinic or lab.

Social Media Policy

Students are NOT allowed to refer to any information or post photos about what is happening at the clinical rotation or in any clinic setting including the NWFSC PTA lab on any kind of social media site. This would also include any use of supervisor names or comments made about any patient whether it is negative or positive. This would be a severe violation of HIPAA rights leading to serious consequences including, but not limited, to dismissal from PTA program.

Cell Phone Policy

The use of cell phones during clinic is highly discouraged, however personal circumstances may dictate the need to receive information discreetly without causing a disruption in clinic. Students are expected to follow the policy of the facility.

Smoking Policy

NWFSC is a smoke free campus and students must be compliant with clinical site regulations on smoking. If a student requires a cigarette during clinic hours, it must be on approved lunch and must take place off clinical facility property. It is also expected that student must rid themselves of all evidence of smell or debris prior to returning to clinical facility. A change of clothes or different shirt that stays outside the clinic may be required if the student smokes.

Attendance Policy

Absence from clinical days are considered detrimental to the clinical and academic performance of students. Therefore, attendance is required for all clinical days.

Absences and Tardiness: Clinical assignments are an essential part of the physical therapist assistant curriculum. There are NO “built in” off days during clinical assignments. Students should have contingency plans to handle situations such as car breakdowns, traffic, or sick children. In the event of illness or unavoidable delay, the student should inform the clinical instructor and the ACCE no later than the appointed starting time for that day.

The SCCE may choose to have the student follow the work schedule of his/her assigned CI. If that schedule is short of 8 hours per day/40 hours per week, the student will have to make up any hours not spent in the clinic. This can be accomplished by accompanying another therapist or making up the time on an unscheduled day. NOTE: Students cannot attend clinic if area closures are in effect due to inclement weather that would constitute a hazard or risk to the student’s health and safety. Students are allowed to work on a Saturday or Sunday to make up time missed or to follow their CI’s schedule, but must inform the ACCE of this intent at least 24 hours in advance.

All absences must be made up in the clinic and the make-up plan must be approved in advance by the ACCE. The CI and student will fill out the **Clinical Make-up Schedule Form** through **Exxat** for the ACCE to give final approval. If the student completes the required number of hours early within the clinical rotation, they must still continue to attend the rotation in its entirety, as scheduled. Timeliness and attendance may be used by the clinical instructor and/or the ACCE in determining student compliance with performance criteria on the CPI.

Emergencies: In the event of a personal or family emergency during clinical assignment, please notify the CI and ACCE. (Office and cell phone numbers will be provided). Messages may be left on voice mail if the ACCE is not available.

Holidays and Other Non-Class Days: The student should conform to holiday schedules of the clinical facility/CI as determined by the SCCE who may choose to have students follow the work schedule of their assigned CI, including weekends and/or holidays. All time missed due to clinic observance of a holiday, must be made up and must be approved in advance by the ACCE.

Pregnancy Policy

See PTA Program Student Handbook

Requirements during Clinical Practices (see course syllabi for specific dates/timetables)

- During the first week of the clinical practice, the CI/SCCE will provide an orientation and complete the **Items to Review Form**. It is the responsibility of the student to complete the form through **Exxat** for ACCE review by 12 noon on Monday of following week.
- The student and CI will have a daily verbal review of the student's overall performance for each day with discussion about areas needing work on for the following clinical day.
- The student will type a **Daily Journal Entry** using the **Clinical Daily and Weekly Journal Guidelines** (Appendix p.44) with a short synopsis of the day to include patient population, treatment techniques, lessons learned, etc. This will be completed through **Exxat** and reviewed by the ACCE at the end of each clinical practice.
- The student will write a **Weekly Journal Entry** using the **Clinical Daily and Weekly Journal Guidelines** through **Blackboard** of one significant experience which may include treating a complex patient, utilization of a new therapy technique, surgical observation, seminar/in-service, etc. The student will abide by HIPAA in their documentation. Students must have their entry posted to Blackboard by 10:00pm Friday. Students must respond to at least two posts from their fellow classmates by 8:00am Monday, when they will be checked for completion by the ACCE.
- The student will complete an In-service during **Clinical Practice III**. The CI will evaluate the student using the **In-service Rating Form**. It is the student's responsibility to ensure the completed form has been emailed to the ACCE for review no later than the final day of the clinical practice.
- The CI and student will complete a **Weekly Attendance Log**. It is the student's responsibility to complete the form through **Exxat** for review by the ACCE no later than the final day of the clinical practice.
- The CI and student will complete the **Mid-term and Final Assessments in the CPI**. During Clinical Practice I, only the Final Assessment is required.
- The student is responsible for any and all assignments that the CI feels will enhance the learning experience.

- The student will complete the **APTA PTA Student Site Evaluation Form** (Appendix p.33) through **Exxat** for the ACCE at the end of all Clinical Practices. Only Section 1 is required for Clinical Practice I and only the final column of Section 2 needs to be completed for Clinical Practice II and III. Students are encouraged to share their feedback with the facility and have the CI and SCCE sign the form at the end of the clinical practice. If they desire not to do so, they should complete the form through Exxat for the ACCE with the reasons for their hesitancy to provide feedback.
- The CI will complete the **Clinical Education Survey** through **Exxat** at the end of Clinical Practice III every other year. There is also a **CI Self-Assessment Form** available through Exxat for CI use. This is not required but encouraged for professional growth. The ACCE is available to provide CI's additional training or advice.
- The CI and SCCE will complete the **APTA ACCE/DCE Performance Assessments for CIs and SCCEs** through Exxat annually (August). (Appendix p.33).

Midterm Visits and Phone Conferences

Each student will be visited during at least one of the clinical affiliations. For those not visited, a telephone conference will be setup with the Clinical Instructor approximately halfway through the clinical practice course. During a mid-term visit, the ACCE will meet separately with the CI and the student. The CI can determine who will meet with the ACCE first, based on what works best for his/her schedule. If no concerns are raised, this process can take less than 30 minutes. In the event that concerns are brought forth, the ACCE may request a meeting with both the student and CI together, to discuss the issue(s) and assist in creating a plan of action.

Evaluation of Student Clinical Performance

The Clinical Performance Instrument will be utilized for all Clinical Practice courses. The ACCE will provide instructions for the free online training through the APTA for the CPI Web to both the SCCE and the CI. Detailed instructions for using and completing the CPI are provided online by the APTA (Appendix p.33). CIs are required to complete the online training and email the certificate of completion to the ACCE. CIs can contact the ACCE with questions related to its use. Evaluation of student performance during affiliations is both formative and summative:

During the affiliation (formative procedures):

- The CI will review the student's performance and provide daily feedback to the student. If significant problems are developing with the student's progress, the CI should discuss them with the student as soon as possible. Alternately, the CI should discuss the problem with the SCCE and/or the ACCE if necessary. If not quickly resolved, student problems with performance may lead to the student failing the affiliation.
- For Clinical Practice II & III, the CI will provide the student with a formal mid-term evaluation. If significant problems have been identified with the student's progress, the CI and/or the SCCE will notify the ACCE immediately.
- The student will provide patient care in a safe, legal, and ethical manner. If problems are identified by the CI, he/she will take corrective action to resolve the problem(s). A failing grade in an affiliation should never come as a surprise to the student or ACCE.

- The ACCE will review the student’s progress through periodic discussions with the CI and the student. If significant problems are developing with the student’s progress, the ACCE will recommend a corrective course of action.

At the end of the affiliation (summative procedures):

- The CI will formally evaluate the student’s overall performance according to instructions given in the CPI. Assessment of student performance should be based on typical and frequent manner of performance, not on isolated instances. The level of performance attained on any given criteria depends on whether or not the competency has been covered in class prior to the affiliation.
 - NOTE: Treatment procedures or techniques provided by the student that have not been presented and practiced in the academic environment become the responsibility of the CI.
- The CI and the student will review the CI’s evaluation together and discuss ratings, and formative and summative comments. The student’s self-rated CPI (when applicable) may be helpful in discussions comparing achievement of clinical performance. The student should always be able to access the online completed CPI of each affiliation to help develop their educational experience.
- The CI will complete the in-service presentation evaluation form through Exxat, if applicable, within one business day of the end of the affiliation, so the ACCE can assign grades in accordance with college policies.
- The ACCE will review the CI rated CPI and student assignments and assign a pass/fail grade for the affiliation course per Program and College policies (listed below).

Grading Guidelines and Procedures

All clinical education courses are graded as Pass or Fail. This will be determined based on a combination of Clinical Practice CPI assessments, verbal/written input from clinical faculty, review of student assignments, and collaboration with core faculty as needed. Other considerations may be included for determination of grades to include: type of clinical setting, progression from mid-term to final evaluations, and whether or not the “significant concerns” box was checked in the CPI. Overall clinical competency and the decision as to whether the student passes the clinical practice is determined by the ACCE, and Program Director if indicated. Students must have a Passing grade for all clinical courses to progress in the program. Below is the grading rubric for Clinical Practice I, Clinical Practice II, and Clinical Practice III. The rubric is also in each syllabus.

Clinical Practice I

Criteria	Pass	Fail
CPI	At or near Advanced Beginner on most criteria	Fails to reach at or near Advanced Beginner on most criteria
Blackboard Assignments	Quality and completion of all assignments and submitted on time	Lack of quality on most assignments and/or not completed by the end of clinical course
Clinical Skills	At least 3 clinical skills checked off in skills notebook	Less than 3 clinical skills checked off in skills notebook

*Incomplete grade will be decided on a case by case basis with appropriate remediation if warranted

Clinical Practice II

Criteria	Pass	Fail
CPI	At or near Advanced Intermediate on most criteria	Fails to reach at or near Advanced Intermediate on most criteria
Blackboard Assignments	Quality and completion of all assignments and submitted on time	Lack of quality on most assignments and/or not completed by the end of clinical course
Clinical Skills	At least 10 clinical skills checked off in skills notebook	Less than 10 clinical skills checked off in skills notebook

*Incomplete grade will be decided on a case by case basis with appropriate remediation if warranted

Clinical Practice III

Criteria	Pass	Fail
CPI	At Entry level on all criteria	Less than Entry level on all criteria
Blackboard Assignments	Quality and completion of all assignments and submitted on time	Lack of quality on most assignments and/or not completed by the end of clinical course
Clinical Skills	80% of all skills checked off in skills notebook	Less than 80% of all skills checked off in skills notebook
In-service	Score at or above a 3 (Satisfactory)	Score less than a 3 (Satisfactory)

*Incomplete grade will be decided on a case by case basis with appropriate remediation if warranted

NOTE: CI's may rate all criteria items for the affiliations if applicable. Items marked as not observed will not be included for grading purposes for any affiliation. By the end of the final affiliation, students should have been evaluated by a CI on every item contained in the CPI. Therefore, it is the student's responsibility to write learning objectives to ensure that each item has an opportunity for evaluation during one or more of his/her clinical education affiliations. The student is required to have their CI initial each area they participated in or observed. Further, the student must ensure that any item marked not observed or participated in during clinical practice II is covered by the end of the final affiliation. Additional student learning activities may be required until all items on the CPI are observed and acceptable competency is achieved or demonstrated prior to graduation. The ACCE and program faculty will provide remediation in any areas that the student was not able to actively demonstrate proficiency at the conclusion of the final rotation.

Early Warning System

Early reporting is highly encouraged. At the first sign of concern, it is always beneficial for the Clinical Instructor to contact the ACCE. The ACCE and the CI can work together to maximize student success. Even if no immediate actions are taken, the ACCE can provide a tremendous amount of the support to both the CI and the student. The ACCE encourages CIs to make use of the forms located in the appendix to include: Anecdotal Record form, Critical Incident form and Student Program Planning form. These will assist with keeping record of issues/incidents and provide a tool for remediation.

Anecdotal Record: The Anecdotal Record can be used to document positive or negative behaviors. It is useful in supporting ratings/scores, especially for students with poor affective behaviors and for students who excel. This form separates student action from evaluator interpretation.

Critical Incident Form: The Critical Incident Form can be used to document a series of similar behaviors, usually problem behaviors. This form requires the evaluator to state the facts and does not include evaluator interpretations. It also includes clearly stated consequences for the student behavior.

Failure, Incomplete or Early Termination of Clinical Practice

If a student is dismissed from a clinical practice for any reason (academic, health, or other) in either Clinical Practice I, II or III, the student's program advancement will be suspended. There is no guarantee that he or she will be allowed to repeat the clinical practice and advance in the program. Students may submit a request to the ACCE to repeat the clinical practice within 2 calendar days of being notified of the dismissal. To be considered for a repeat experience, the student must meet with the ACCE and the Program Director regarding the deficiency. The ACCE and Program Director will make a determination and advise the student of the options available to him or her. At the ACCE, Program Director and CI's discretion, the student may be able to participate in remediation and/or repeat the clinical practice. If the student is allowed to remediate and/or repeat a clinical practice, the student's program advancement may be delayed which may delay his or her graduation.

Remediation

Students may be granted the opportunity to remediate an unsatisfactory clinical education experience at the discretion of the ACCE. With enough warning, the ACCE may be able to work with the CI to determine remediation options such as an extension with more specific objectives to allow the student to attain entry-level performance or participate in a focused experience to demonstrate entry-level performance on deficient items. Remediation of a clinical course may result in delayed graduation. This may be necessary to allow time for remediation of the failed course and successful completion of the required repeat clinical education experience. If a request for a remediated experience is granted, the student will have an opportunity to be placed in another clinical practice depending on several factors listed below:

- Before the remediation experience begins, the student, with input from the ACCE, will develop goals and a formal plan of action using the **Student Conference and Plan of Action Form**. The final action plan requires approval from the ACCE. In cases where the remediation arrangements include a clinical site, the SCCE and/or the CI at the site will be apprised of all areas in which the student requires remediation, and the approved plan will be shared with them.
- The design and schedule of the remediation experience are at the discretion of the ACCE, based upon identified needs of the individual student. A Lab Practical Exam may be required to evaluate a student's clinical readiness to return for a clinical education remediation experience. Failure to pass the Lab Practical Exam may result in clinical education course failure. Placement will be dependent upon both time and a suitable clinical site.

*A student may remediate only one time during the clinical education component of the PTA curriculum at the discretion of the ACCE.

Other Policies

Patient Rights

Patients have the right to know when a student is involved in their care and the right to refuse this service at no risk or detriment to their care. Students must prominently display their NWFSC student name badge at all times on clinical affiliations. It is the shared responsibility of the student and clinical instructor to inform and gain consent from each patient/client prior to any student participation in treatment.

Students must be aware that all client information is confidential and in accordance with the Health Insurance Portability and Accountability Act [HIPAA] of 1996. As a result, students should not:

- Photocopy any patient information.
- Remove patient information from the unit, floor, etc.
- Document client names on school coursework, care plans, etc.
- Discuss patient information with anyone outside the clinical area (elevators, cafeterias, restrooms, etc.).
- Discuss patient information with anyone that is not directly involved in patient care.
- Students will be required to sign a confidentiality statement reflecting understanding of the confidentiality guidelines. Failure to adhere to the confidentiality guidelines may result in legal action by the clinical facility. Students are required to sign the **Confidentiality Agreement** through Exxat.

Complaints:

Students who have concerns or complaints about their CI, SCCE or clinical site should contact the ACCE. The ACCE will investigate and work to resolve the issue to keep the student at the clinical site. If the issue cannot be resolved, the ACCE will work to place the student in another clinical site if available. Students are expected to demonstrate the ability to handle issues with their performance and/or behavior while on a clinical in a mature, responsible, and appropriate manner. Whenever possible, issues should first be discussed between the student and the CI. The SCCE can also be utilized as a resource for the student or the CI. The ACCE is available to help a student sort out the issues and identify possible approaches to remedy the situation. Current ACCE phone numbers are printed in the course syllabi and in this handbook. The ACCE should be notified immediately of any serious problems regarding student performance and/or behavior. In the event that the ACCE is unavailable the student, the CI or the SCCE should contact the Program Director.

Clinical faculty members who have concerns or complaints about the Clinical Education Program should first make the SCCE of the facility aware of the concern or complaint. The CI and SCCE will then call the ACCE to discuss the situation and seek a resolution. If the concern cannot be resolved at this level, or if the Clinical Faculty member is not comfortable addressing the issue directly with the ACCE, the individual should contact the Program Director. Policies regarding complaints from the public are listed in the PTA Student Handbook, Policies and Procedures Manual.

Information for Clinical Faculty

Tips for Effective Clinical Teaching

The PTA program at Northwest Florida State College believes that individuals learn best in a supportive environment, with compassionate mentors. The PTA program does not endorse a “sink or swim” approach to clinical education. Because students are not yet licensed clinicians, treating them like employees or new graduates is not likely to develop the skills necessary for successful completion of the clinical affiliation. The

clinical environment is the setting in which a student can incorporate all of the knowledge and skills they have learned in the classroom to treat an actual patient/client.

When working with students, it is important to explain our own expert clinical decisions and thought processes to our students, so that they don't make false assumptions. We also need to have the students share their clinical decisions and thought processes to ensure that they are correct. For instance, if your student was treating a patient with a total knee replacement and limited knee mobility, you might be pleased to see that the student chose to incorporate stretching into the treatment session. However, if you do not ask the student to share his/her clinical decision and thought process with you, you might not realize that the student chose to incorporate stretching because the chart indicates Manual Muscle Test results of 3+/5. Only by asking the student to share his/her clinical decision and thought process can you determine that although the student is performing an appropriate intervention, he/she doesn't know why and was not able to utilize sound clinical decision making skills.

The process of self-reflection is an integral part of the learning process. Students are required to self-reflect on a weekly basis, when completing the weekly summary form during Clinical Practice II and III. Students are also required to self-reflect when completing the CPI at midterm and final. Aside from the formal self-assessment processes just described, students need to self-reflect daily. When students are immediately given a full case load, there is no time for reflection, questions, and learning. A student who treats 12 patients in an 8-hour shift (in an outpatient clinic) during the first week of the first clinical, may look on the exterior as if he/she "gets it". However, a student who treats 4 patients in an 8 hour shift (in an outpatient clinic) during the first week of the first clinical, and has the time to engage in discussions with the Clinical Instructor about treatment choices, outcomes, progressions, indications, etc., will ultimately learn more than the first student.

Continuing education credits for Clinical Instruction

Board of Physical Therapy Practice Laws and Rules - 64B17-9.001 Continuing Education: Clinical Instructors shall receive 1 contact hour for every 160 hours of clinical internship limited to a maximum of 6 contact hours per instructor per biennium. Clinical instructors must be credentialed by the American Physical Therapy Association (APTA) to receive clinical continuing education credits.

Educational and Leadership workshop opportunities

The APTA hosts an annual Education Leadership Conference, which contains numerous speakers, workshops, meeting, poster presentations, panel discussions and platform sessions pertaining to physical therapy education. Many topics are geared toward clinical education and clinical educators. This conference is an excellent opportunity to become more involved in physical therapy education. The APTA offers a Clinical Instructor Credential course and Advanced Clinical Instructor Credential course. We recommend that anyone interested in clinical education, first host at least one student before attending the initial Clinical Instructor Credential course. This will make the course more meaningful. These course offerings can be found through the APTA website.

Evaluating the Clinical Education Program

The ACCE completes an annual evaluation of clinical education to ensure that the program meets the following objectives:

1. The program will maintain an adequate number of affiliation sites that provide varied settings, patient populations and learning activities.
2. Students will have access to current information on clinical sites that facilitates their selection of appropriate sites.
3. Students will have a quality clinical learning experience under appropriate PT and/or PTA supervision.
4. Students will receive the necessary academic/classroom training prior to their clinical practice.
5. Clinical faculty will receive current program academic and clinical requirements for each level of PTA clinical education.
6. Clinical faculty will receive adequate information about the clinical communication, supervision, and evaluation methods.
7. Clinical faculty will receive the information and academic support needed to encourage students' active learning behaviors, and to facilitate the students' progress towards the goals of the affiliation.
8. The clinical faculty will receive on-going opportunities for professional growth through feedback and educational opportunities.

The following data is used to evaluate the above objectives:

- ACCE Clinical Site Visit Assessment. The ACCE records their discussion with the SCCE, CI and the student during the clinical rotation.
- APTA PTA Clinical Performance Instrument (CPI) for each student performance.
- Completed Weekly Planning Forms and Attendance Log. Confirming the correct number of clinical hours and ongoing feedback and communication between Student and CI.
- Completed APTA "Physical Therapist Assistant Student Evaluation: Clinical Practice and Clinical Instruction" form. Students will assess the clinical practice and clinical instruction.
 - The ACCE will review each "Physical Therapist Assistant Student Evaluation: Clinical Practice and Clinical Instruction" form at the end of the clinical practice. If question 9 obtains an aggregate score of two or less and/or question 22 has an aggregate final score of two or less, then a meeting with the student will be completed for an in-depth discussion of the site. The concerns are tabulated and saved for future discussion with the site's Clinical Coordinator of Clinical Education (SCCE). Discussion with the site's SCCE will occur at least on a yearly basis. If the ACCE determines critical safety, or ethical issues are the main concern, the ACCE will initiate a discussion with the site SCCE immediately after such issues have been identified.

- Each CI will be asked to complete a Clinical Education survey at the end of Clinical Practice III every other year. Data will be used to get an overall assessment of the clinical education curriculum and specifically the length and placement of clinicals.
- CI's can voluntarily complete a self-assessment on his/her performance at the end of the clinical rotation. Information gathered from this document will be used by the ACCE to assess the CI's self-reported instruction performance and aide in identifying areas of clinical education concern or weakness that may be improved through continued education.
- Each Clinical Instructor will be evaluated by:
 - The ACCE and Program Faculty will use the results of APTA "Physical Therapist Assistant Student Evaluation: Clinical Practice and Clinical Instruction" form completed by the student, voluntary self-assessment completed by the CI, and the ACCE midterm site visit evaluation form.
 - APTA PTA Clinical Performance Instrument (CPI) for each student performance.
 - Determination if the site CI would benefit from individual mentoring by the ACCE for future student instruction.
- Each clinical facility will be evaluated by:
 - During initial on-site visits performed by the ACCE.
 - During on-site visits and/ or phone calls performed by the ACCE during each clinical practice.
 - Information from the student completed APTA "Physical Therapist Assistant Student Evaluation: Clinical Practice and Clinical Instruction" form.
- The ACCE will be evaluated by:
 - Director of Physical Therapy Assistant Program Annual faculty review.
 - Self-evaluation using APTA "ACCE/DCE Performance Assessment ACCE/DCE Self-Assessment and Academic Administrator Surveys" form completed annually.
 - Feedback provided by facility SCCE through the APTA "ACCE/DCE Performance Assessment Clinical Instructor and Site Coordinator of Clinical Education Surveys" form completed annually.
 - Feedback provided by students through a survey that will be completed at the end of clinical practice III.
- The PTA Advisory Board will meet on a bi-annual basis. During these meetings the board will provide feedback on the ongoing progress of the clinical education component of the program.
- Program faculty meetings conducted at a minimum of once a month. Aspects of PTA clinical education will be addressed during these meetings as requested.

Appendix

Web links

APTA Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level BOD G11-08-09-18 [Guideline]

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf

APTA Guidelines: Center Coordinators of Clinical Education HOD G06-93-29-52 [Guideline]

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Education/CenterCoordinatorsClinicalEducationHOD.pdf#search=%22guidelines%20for%20SCCE%22

APTA Guidelines: Clinical Instructors HOD G06-93-28-52 [Guideline]

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Education/ClinicalInstructorsHOD.pdf#search=%22guidelines%20for%20CI%22

APTA Clinical Assessment Suite Help Center

- For Clinical Instructors: Under the CI Box, click on APTA PTA training.
- For Students: Under the Student Box, click on APTA PTA training.

https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/CPI/PTA

APTA Guidelines and Self-Assessments for Clinical Education, 2004 Revision

<https://www.apta.org/Educators/Assessments/ACCE/DCE/GuidelinesandAssessmentsforClinEd/>

APTA Standards of Ethical Conduct for the Physical Therapist Assistant

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

State of Florida Board of Physical Therapy Practice Laws and Rules, December 2013 Edition

<https://floridasphysicaltherapy.gov/applications/pt-study-12-2013.pdf>

APTA PTA Student Site Evaluation Form

<https://www.apta.org/Educators/Clinical/SiteDevelopment/>

APTA ACCE/DCE Performance Assessment for CIs and SCCEs

<https://www.apta.org/Educators/Assessments/ACCE/DCE/>

**Northwest Florida State College
Physical Therapist Assistant Program
Student Clinical Placement Questionnaire**

Student Contact Information

Name:

Address:

Phone number:

Please rank your top three choices for each clinical rotation. Keep in mind that you must have one experience in both an Inpatient (acute, inpatient rehab, SNF) and Outpatient setting.

Clinical Practice I

1. _____
2. _____
3. _____

Clinical Practice II

1. _____
2. _____
3. _____

Clinical Practice III

1. _____
2. _____
3. _____

Do you have any personal relationships, i.e., relative/friend in any of the physical therapy departments that are utilized as clinical affiliations? If so, please name the affiliation(s). This question is asked to avoid the student being assigned an affiliation in which either the student or clinical instructor would feel a conflict of interest.

Please list previous experience(s) relating to physical therapy (volunteer and/or employment) naming the facility and function.

Do you have any special considerations that the ACCE should be aware of such as housing/transportation difficulties, childcare, etc. that may impact your clinical placement?

Student Signature

Date

**Northwest Florida State College
Physical Therapist Assistant Program
Confidentiality Agreement**

It is imperative that we maintain the confidentiality of our patients. You, as a Northwest Florida State College Physical Therapist Assistant student, provide services to patients that are private and confidential, and you are crucial in helping to respect the privacy rights of patients. Patients provide personal information while receiving physical therapy care. That information may exist in a variety of forms, such as electronic, oral, written, or photographic. All of this information is strictly confidential and protected by federal and state laws.

Northwest Florida State College prohibits gathering any patient information unless it is required to take care of an assigned patient. Discussions about patients and their conditions, called Protected Health Information (PHI), are limited. Examples of acceptable uses of PHI include exchange of patient information needed for the treatment of the patient and for learning activities within the context of the clinical group conference.

CONTRACT for COMPLIANCE WITH CONFIDENTIALITY STATEMENT

In exchange for the educational opportunities provided to me through the clinical rotations, I agree that I will comply with all local, state, and federal requirements governing the privacy of medical information. If I, at any time, knowingly or inadvertently breach patient confidentiality policies, I agree to notify my clinical instructor immediately. In addition, I understand that any breach of patient confidentiality may require a review by the Program Director and host managers, and may ultimately result in suspension or expulsion from the program. I also understand that a wrongful breach of patient confidentiality could personally subject me to criminal and civil penalties.

I understand that I am bound to comply with all privacy requirements when I am not at the clinical site, including my conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information I obtain, see, or am given during my clinical rotations. To uphold the privacy of such information, I agree to not post or discuss any information or photographs regarding my clinical practice, the clinical site, its staff, or its patient/patients verbally or on any internet social media (i.e. Facebook, Twitter, email, etc.). If I violate this privacy requirement, I may be prohibited from returning to the clinical site. Such violation may also result in a delay in completing my degree requirements, or in further disciplinary action against me by Northwest Florida State College.

Name (Printed): _____ College ID# _____

Student Signature: _____ Date _____

**Northwest Florida State College
Physical Therapist Assistant Program
Clinical Handbook Acknowledgement**

I _____ acknowledge that I have read and understand the material provided in the Northwest Florida State College Physical Therapist Assistant Program Clinical Education Handbook. I further acknowledge and understand that my clinical success in the Northwest Florida State College Physical Therapist Assistant Program is dependent upon following the policies, instructions, guidelines and recommendations set forth in the aforementioned handbook.

Name (Printed) _____

Signature

Date

**Northwest Florida State College
Physical Therapist Assistant Program
Consent for Release of Information**

Students' contact information and Physical Therapist Assistant administrative file contents are not publicized or shared beyond the legitimate necessity of the operation of the program. Certain directory information as defined by the NWFSC is available to Physical Therapist Assistant faculty/staff and representatives of clinical agencies as needed for instructional purposes. These entities use the information only within the confines of their relationship with the program.

Additionally, medical and immunization information contained in the Exxat file may be made available to representatives of clinical agencies as proof of compliance with the terms of the contracts maintained between the facilities and NWFSC.

I authorize the release of information to clinical agencies as needed for instructional purposes as stated above. I further certify that I will not hold liable the Physical Therapist Assistant instructors, the Physical Therapist Assistant Program, or Northwest Florida State College for sharing this specific information.

Name (Printed)

College ID#

Signature

Date

**Northwest Florida State College
Physical Therapist Assistant Program
Student Orientation/Items to Review**

First Week of Clinical Practice (SCCE or CI):

- Introduction to department staff and personnel/job descriptions
- Introduction to key facility personnel
- Tour of facility and department
- Orientation to department and facility policies/procedures including but not limited to: fire safety, patient emergencies (codes/procedures), employee safety, patient incidents, employee/student incidents, availability of emergency services
- Explanation of daily routine including but not limited to: designated student work area, scheduling procedures, documentation procedures, procedure for charges

Clinical Instructor

- Review various types of learning experiences available to the student: new technologies, specialized services, surgical observations, etc.
- Review student's responsibilities, relevant objectives, and the CI's expectations for the student based on the specific clinical practice
- Establish objectives for the student and potential time frames for achievement
- Establish plans for providing feedback and the best learning style for the student
- Schedule a tentative time for student mid-term and final evaluation
 - Please keep the ACCE apprised of any concerns regarding student performance via email: serweinj@nwfsc.edu; if serious concerns, please call via contact information provided.
 - Document areas of student performance (positive and negative) throughout the clinical practice; this will make the mid-term and final evaluation easier and provide accurate feedback to the student.
 - Use the weekly self-reflection forms as a time to solicit feedback from the student, assess the student's progress in relation to established goals, and reinforce learning.

Student Signature

Date

Clinical Instructor Signature

Date

**Northwest Florida State College
Physical Therapist Assistant Program
Weekly Communication Form**

Student: _____ Facility: _____
 Clinical Instructor: _____
 Clinical Practice: _____ II _____ III
 Week: _____ Dates: _____

When completing this form consider the five performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment, and efficiency of performance.

Student	Clinical Instructor
Strength's:	Strength's:
Areas/Skills Showing Improvement:	Areas/Skills Showing Improvement:
Areas/Skills to Work on:	Areas/Skills to Work on:
Comments:	Comments:
Goal(s) for Next Week:	

Student Signature:

Date:

Clinical Instructor Signature:

Date:

**Northwest Florida State College
Physical Therapist Assistant Program
Clinical Daily and Weekly Journal Guidelines**

Daily Journal Entry:

- Students are required to have a typed journal entry for each day of clinical practice I, II & III; typed entry should be completed through Exxat at the end of each week.
- Please include the following information:
 - Date
 - Number of patients treated by CI and self
 - Approximate ages of patients
 - Types of diagnoses
 - Types of treatments by CI and self
 - For those treated by self, include level of assist from CI
 - Lessons Learned
 - Any other information the student would find helpful for reflection
 - If discussing a patient scenario, please remember HIPAA/Confidentiality agreement

Weekly Journal Entry Uploaded to Blackboard:

- For each entry please include the Clinical Facility name and type
- If discussing a patient scenario, please remember HIPAA/Confidentiality agreement
- Include a topic discussion which may include:
 - Unique diagnosis and treatment method
 - Ethical scenario
 - Discussion with CI or other healthcare professional
 - Highlights or low points from the week that provided a good learning experience
 - Evidence based research

**Northwest Florida State College
Physical Therapist Assistant Program
Clinical Education: In-service Rating Form**

Date of In-Service _____ Facility: _____

Student: _____

Clinical Instructor: _____

Topic: _____

Please rate based on the following scale: 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Needs Improvement, 1 = Unsatisfactory, N/A = Not Applicable

Score	Criteria
	Topic was relevant and interesting
	Good knowledge base and understanding of the material
	Effectively communicated the subject matter
	Answered questions appropriately
	Incorporated the use of graphics and/or handouts that supported the in-service effectively
	Used current and valid sources to support the subject matter
	Overall rating
Comments:	

Student Signature Date

Clinical Instructor Signature Date

**Northwest Florida State College
Physical Therapist Assistant Program
Clinical Practice Attendance Log**

Facility: _____

Student _____

Clinical Instructor: _____

Clinical Practice: _____ I _____ II _____ III

Week	Dates	Number of Hours	CI's Initials
Total Number of Hours			

Student Signature Date

Clinical Instructor Signature Date

**Northwest Florida State College
Physical Therapist Assistant Program
Clinical Make-Up Schedule Form**

Student Name: _____

Date:

Clinical:

Document the # of clinical education hours missed: (please include days/hours missed and the total # of hours) _____

Reason for absence: _____

Were the Clinical Instructor and ACCE notified at the earliest possible time by phone, email, or text?

Yes No (please describe) _____

Outline the detailed plan for dates/times in which these clinical education hours are to be completed:

Student:

I have read and agreed to the plan to complete missed clinical education hours.

Signature: _____

Date: _____

Clinical Instructor:

I have ready and agreed to the plan for this student to complete missed clinical education hours.

Signature: _____

Date: _____

ACCE:

I have read and agreed to the plan for this student to complete missed clinical education hours.

Will this plan result in failure to meet all course requirements by the end of the semester or prior to beginning the next clinical education course (whichever comes first)? (If yes, this may result in a grade of Incomplete (I).

Yes No

Signature: _____

Date: _____

**Northwest Florida State College
Physical Therapist Assistant Program
Post-Clinical Self-Assessment for Clinical Instructors**

The purpose of this form is to provide a process for clinical instructors to reflect on the Clinical Education Experience in which they just participated in order to evaluate their own strengths and needs for development as clinical educators. The data from this evaluation tool will be kept strictly confidential. It will be used by the ACCE at NWFSC only to address individual clinical faculty development needs as well as comply with CAPTE standards.

This form should be completed through Exxat by the clinical instructor at the end of the clinical practice. The CI is not required to share their self-assessment with the student. However, CIs are encouraged to share it with the SCCE and/or supervisor of the clinical site.

Clinical Instructor:

Name of Clinical Site:

CI work email address:

CI Contact number:

Date of self-assessment:

Level of Clinical Experience provided:

How many years of clinical experience do you have?

How many years have you been in your current position?

List continuing education seminars or courses you have completed in the past 2 years.

How many students (including this one) have you supervised?

Are you an APTA Credentialed Clinical Instructor?

If yes, when did you receive this training?

If no, are you interested in becoming credentialed as a CI?

Briefly describe the training that prepared you for your role as a clinical instructor:

Please rate your agreement with the following statements:

4 strongly agree, 3 agree, 2 disagree, 1 strongly disagree

I am confident in my ability to:	
• Plan and structure clinical experiences	
• Create appropriate goals and performance expectations for students	
• Communicate effectively with students	
• Used varied approaches to teaching students	
• Work with students with varied learning styles	

• Work with students with performance problems	
• Work with students with exceptional abilities	
• Help students engage in and develop constructive feedback that is effective in shaping/improving student performance	
• Be fair and unbiased in evaluation of student performance	
• Use the Clinical Performance Instrument (CPI)	
Instruct and guide students in the following areas:	
• Safe, ethical, legal, and professional behaviors	
• Data collection	
• Effective patient intervention	
• Clinical reasoning/problem solving	
• Administrative & reimbursement issues pertinent to this practice area	
• Time management	
• Verbal and written communications including documentation of care	
Miscellaneous	
• I feel supported by the SCCE at this clinical site	
• I feel supported by the NWFSC PTA program's ACCE/DCE	
• I enjoy teaching students	

Please comment on any area you rated below a 2:

List your main strengths as a CI:

List your main developmental needs as a CI and plan for meeting those needs:

Is there anything Northwest Florida State College PTA program can do to assist your development as a CI?

Signature

Please direct questions or specific requests for assistance to the ACCE, Jamie Serwein, PTA, BS, at serweinj@nwfsc.edu or 850-863-6503. Thank you very much for completing this self-reflection and for sharing it with us. We want to support you in your goal to become the very best clinical instructor you can.

**Northwest Florida State College
Physical Therapist Assistant Program
ACCE Clinical Site Visit Assessment**

Clinical Practice # _____

Clinical Site: _____ Date: _____

Student: _____

Clinical Instructor: _____

Center Coordinator for Clinical Education: _____

Impression of the Facility: (type of setting, type of patients, experiences available, etc.)

Clinical Instructor Questions:

Comments of CI regarding student performance: (overall impression, student's interpersonal skills, confidence and assertiveness, willingness to take constructive criticism, technical skills, critical thinking and problem solving skills, safety, etc.)

Comments of CI regarding student preparedness for the Clinical Practice: (Strengths, suggested improvements, etc)

Clinical Education Program requirements, goals, and expectations reviewed for specific level of clinical practice:

Support or resources offered to CI by ACCE:

Student Comments regarding clinical affiliation: (goals for the clinic, strengths, areas to improve, facilities/equipment, caseload/types of patients, level of supervision, feedback, etc.)

Student Comments regarding clinical instructor: (type of supervision, feedback from CI, strengths, areas to improve, etc.)

ACCE Comments:

Student Signature: _____ Date: _____

CI Signature: _____ Date: _____

ACCE Signature: _____ Date: _____

FOR USE BY ACCE

Clinical Instructor Profile (new CI)

List academic institution attended and year of certification/licensure:

Is clinical instructor an APTA certified clinical instructor? Yes No

List area of clinical specialty:

List and specialty certifications or credentials:

Clinical Instructor Profile (update for existing CI)

_____ No significant change in CI profile on file with NWF State College PTA program

_____ Significant change in CI profile, update with the following information:

Clinical Faculty Development

_____ provided instruction/clarification on use of online PTA CPI, specifically:

_____ provided instruction/clarification on clinical course objective and expectations of student performance, specifically:

_____ other instruction provided: _____

**Northwest Florida State College
Physical Therapist Assistant Program
Student Conference Form/Plan of Action**

Student Name: _____

Clinical Site: _____

Clinical Instructor: _____

Reason for Conference (Description of specific incident/behavior):

Remediation plan:

Student Signature

Date

Clinical Instructor Signature

Date

ACCE Signature

Date

Anecdotal Record

Student: _____ Date: _____

Evaluator/Observer: _____

Setting (place, people involved, atmosphere, etc.):

Student's Action or Behavior:

Evaluator's Interpretation:

Student's Signature _____

Evaluator's Signature _____

Student's Comments:

Format adapted from: Shea MI, Boyum PG, Spanke MM. *Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators*. Urbana, IL: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign; 1985 Physical Therapy Credentialed Clinical Instructor Program Manual

The Critical Incident Report

Directions: Record each entry clearly and concisely without reflecting any biases.

Student's Name: _____

Evaluator/Observer Name: _____

Date (Time)	Antecedents	Behaviors	Consequences
<i>Student's Initials:</i> _____ <i>Evaluator's Initials:</i> _____			
<i>Student's Initials:</i> _____ <i>Evaluator's Initials:</i> _____			
<i>Student's Initials:</i> _____ <i>Evaluator's Initials:</i> _____			

Student's Signature: _____

Evaluator's Signature: _____

Date: _____

Format adapted from: Shea MI, Boyum PG, Spanke MM. *Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators: Urbana, IL: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign; 1985.* Physical Therapy Credentialed Clinical Instructor Program Manual

Student Program Planning Flow Chart

Student Name: _____

Clinical Instructor: _____

School: _____

Clinical Site: _____

Date: _____

Evaluation		Management		
Targeted Behaviors	Goals	Objectives	Learning Experiences	Resources

Retrieve from: Physical Therapy Credentialed Clinical Instructor Program Manual

Physical Therapist Assistant Program

Clinical Education Survey

1. To what extent are each of the following items barriers to accepting NWFSC physical therapist assistant students for clinical affiliations?

Barriers		None at all	A little	A moderate amount	A lot
Risk Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Staffing Concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Productivity		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimbursement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other PT/PTA programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Quality of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. How does your facility prepare a therapist/assistant to be a clinical instructor? Please select all that apply.

We have in house training

We provide a mentor to the clinical instructor

We send staff to CI Credentialing Course

Other, please describe below.

3. How frequently do you have opportunities to give formal feedback to NWFSC PTA students on a one-to-one basis?

Daily

Every 2-3 days

Every 3-4 days

Weekly

Only as Needed

4. How frequently do you write clinical goals for NWFSC PTA students?

Weekly

Bi-weekly

Mid-term

Only if performing lower than expected

5. How helpful to your facility would continuing education on the following topics be in clinical instructor training?

Not at all

A little

A moderate amount

A lot

Clinical instruction for the lower level student

Clinical instruction for the higher-level student

Communication, conflict management, and clinical instruction

Other, please describe below

6. When I host a NWFSC PTA Program student...

None of the time Some of the time All of the time

I feel adequately supported with risk management requirements

I feel adequately instructed on how to assess the students

I feel prepared to provide adequate clinical instruction

The ACCE is easily accessible for my questions or concerns

6a. If you selected "None of the time" or "Some of the time" to any of the above statements, please explain below.

7. The length of clinical affiliations in the NWFSC PTA Program is appropriate to provide adequate clinical education.

Agree Somewhat Agree Somewhat Disagree Disagree

7a. If you selected "Disagree" or "Somewhat Disagree" to the above statement, please explain

8. The placement of clinical affiliations in the NWFSC PTA Program is appropriate within the curriculum.

Agree Somewhat Agree Somewhat Disagree Disagree

8a. If you selected "Disagree" or "Somewhat Disagree" to the above statement, please explain

9. The ACCE is effective in her role as the clinical education coordinator.

Agree Somewhat Agree Somewhat Disagree Disagree

9a. If you selected "Disagree" or "Somewhat Disagree" to the above statement, please explain

10. The ACCE is effective in planning and coordinating clinical assignments.

Agree Somewhat Agree Somewhat Disagree Disagree

10a. If you selected "Disagree" or "Somewhat Disagree" to the above statement, please explain

11. The ACCE is an effective communicator regarding student concerns.

Agree

Somewhat Agree

Somewhat Disagree

Disagree

11a. If you selected "Disagree" or "Somewhat Disagree" to the above statement, please explain



NORTHWEST FLORIDA STATE COLLEGE

CRESTVIEW • DEFUNIAK SPRINGS • FT. WALTON BEACH • HURLBURT FIELD • NICEVILLE • SOUTH WALTON • ONLINE

(850) 678-5111 | WWW.NWFSC.EDU

NORTHWEST FLORIDA STATE COLLEGE IS ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES. WWW.SASCSCOC.ORG OR 404.679.4500.
NORTHWEST FLORIDA STATE COLLEGE IS COMMITTED TO EQUAL ACCESS/EQUAL OPPORTUNITY IN ITS PROGRAMS, ACTIVITIES, AND EMPLOYMENT. FOR MORE INFORMATION, VISIT WWW.NWFSC.EDU.