



**PHYSICAL THERAPIST  
ASSISTANT PROGRAM**

**PHYSICAL THERAPIST ASSISTANT  
PROGRAM**

**CLINICAL EDUCATION MANUAL**

2020-2021

Craven Community College

Physical Therapist Assistant Program

800 College Court

New Bern, NC 28546

## INFORMATION REGARDING ACCREDITATION

The PTA Program at Craven Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

Craven Community College offers equal opportunity in its employment, admissions and educational programs and activities in compliance with Title VI and VII of the Civil Right Act of 1964, as amended, Section 504, of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990.

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## MEMORANDUM

To: Clinical Instructors

From: Valerie S. Meadows, ACCE, PTA, CCI

The information contained in this Clinical Education Manual (CEM) is being provided to assist you in planning for and evaluating the clinical performance of the Craven Community College PTA student that has been assigned to you.

In addition to the CEM, several Program documents, Program forms, and additional information about the Program, are available via the Craven Community College web site.

The CEM contains Program clinical education policies and procedures designed to help you in planning learning experiences and/or scheduling patients for our students. Information includes but is not limited to:

- Description of clinical education affiliations
- Level of competence required for each affiliation
- Students' dress code and rights
- Responsibilities of clinical personnel
- Other pertinent information

Clinical Instructors are encouraged to read the information in the Clinical Education Manual to ensure familiarity with current Program information and evaluative procedures. Evaluation of student clinical performance is to be completed using the American Physical Therapy Associations' Physical Therapist Assistant Clinical Performance Instrument (CPI). Free training including CEU's for using the Clinical Performance Instrument is on the APTA web site.

One item that I would like to bring to your attention is that Center Coordinators may choose to have Craven Community College PTA students follow the work schedule of his/her assigned CI, including weekends and/or holidays. However, if area closures are in effect due to inclement weather, students may not attend affiliations if travel to the clinical site may constitute a hazard or risk to the student's health and safety.

Questions regarding clinic attendance, performance evaluation or other questions about the Program not addressed in the CEM should be addressed to the ACCE. A member of the Program faculty is available to provide a facility specific in-service on Program requirements or the use of the CPI form.

Thank you for your support of and willingness to participate in the clinical education of our Craven Community College students!

## A. PTA PROGRAM OUTCOMES AND OBJECTIVES:

### PTA Program Outcomes

1. Produce general practitioners who:
  - Effectively incorporate academic knowledge and technical skills into a meaningful, accountable, cost-effective, safe, quality treatment process under the direction of a physical therapist
  - Exhibit professional verbal, non-verbal, and written communication skills necessary to obtain and convey information to colleagues, patients, caregivers, and members of the community
  - Demonstrate adaptability to the dynamic health care environment which necessitates lifelong learning
  - Demonstrate the ethical standards of the APTA in the provision of health care and who foster tolerance for cultural and religious diversity
  - Promote the profession of physical therapy and its role in societal well-being by responsibility and accountability to the patient, the PT profession and the community
  - Ready to assume the role of an entry level clinical PTA upon graduation
2. Recruit and matriculate highly qualified and diverse students
  - Utilize a clearly defined and point-based application process to admit students to the program
  - Participate in college recruitment activities
  - Maintain a positive relationship with community stakeholders
3. Actively engage each enrolled student to support them in content understanding, program completion, and professional behavior
  - Maintain appropriate faculty mentoring student relationships to support ongoing communication and student development
  - Promote and utilize usage of on-campus resources including the Academic Skills Center, PTA tutors, and meetings with faculty
4. Recruit and retain Full-time and Part-time faculty who
  - Represent adequate coverage of physical therapy practice and settings
  - Participate in continuous self-evaluation and instructional progression
  - Serve as role models that are actively increasing their knowledge base and refining their professional behavior

## PTA Objectives

### Objectives for Outcome 1

- (a) Upon completion of the program the student is able to
  - To communicate effectively and competently both verbally and non-verbally with patients and family as well as with the professional community as measured by observations by the academic faculty in the classroom, lab and the clinical faculty in the patient care setting
- (b) Upon completion of the program the student is able to
  - Review the plan established by the physical therapist prior to initiating intervention
  - Provide intervention established by the PT in a safe manner, minimizing risk to patients, self, and others
  - Follow established procedures and respond appropriately to emergencies in the practice setting
  - Recognize when an intervention is no longer appropriate due to changes in the patient's status and report such to the PT
  - Provide appropriate instruction to patients, family, caregivers, and other professionals to achieve patient goals and outcomes as described in the plan of care by the PT
- (c) Upon completion of the program the student is able to
  - Conduct self-assessment, performance appraisals, and demonstrate work place adaptability
  - Participate in continuing education, career development, and evidence-based practice
- (d) Upon completion of the program the student is able to
  - Adhere to federal, state, and institutional regulations in the delivery of health care in general and in physical therapy in particular as determined by class instruction and clinical evaluation
  - Adhere to institutional policies and procedures
  - Identify unethical situations and understand the process for reporting violations in a timely manner
  - Demonstrate social responsibility and citizenship by reporting situations of suspected physical, psychological, substance, or sexual abuse of patients
  - Appropriately use social agencies and advocacy groups and understand how these may be of help to patients
  - Respond to all aspects (biological, cultural, and social) of the patient's care with empathy and compassion and without judgment to cultural or religious beliefs
- (e) Participate in organizations that promote PT including the APTA
- (f) Demonstrates ability to meet the entry-level job responsibilities of a PTA which includes: academic and clinical preparedness; punctuality; following PT directives; and ensuring safety, privacy and confidentiality of patients.

### Objectives for Outcome 2:

- To keep local high schools and colleges/universities informed of PTA offerings at Craven Community College
- To promote the PTA program to diverse groups of high school and college students

- To promote the PTA program to community groups, including a variety of civic and religious organizations

**Objectives for Outcome 3:**

- To acquire faculty who can provide thorough, relevant, engaging content
- To provide faculty who will respond rapidly to any problems in learning and help these students individually and/or through referral to the Academic Skills Center on campus or other facility for academic support

**Objectives for Outcome 4:**

- To advertise faculty positions broadly and provide faculty support to attract persons who provide a wide body of knowledge in PT
- Retain instructors who exhibit exemplary teaching skills and have proven to serve as role models for other entering professionals

## **II. OVERVIEW OF CLINICAL EDUCATION PROGRAM:**

### **A: Purpose of Clinical Education:**

Clinical education experiences are crucial to the preparation of competent physical therapist assistants. There exists, in effect, a partnership between the clinical site and the educational program for the purpose of educating the PTA student. The clinical center and staff should provide an active stimulating environment and administrative support of the clinical education appropriate for the learning needs of the students. The students' experiences at the clinical site lead to the further development of knowledge, skills, and attitudes identified in the Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants and Craven Community College PTA Program mission and goals.

### **B: Clinical Affiliations:**

During the technical phase of their educational preparation, Craven Community College PTA students will participate in two clinical experiences; one approximately 144 hours and one approximately 480 hours that may be divided into two clinic sites, for a minimum of 624 hours of hands-on learning experiences. The clinical affiliations are appropriately sequenced throughout the curriculum and are designed to build on academic course content. Clinical education experiences provide opportunities for students to practice skills and to synthesize and apply knowledge and theories gained in the classroom. Students are expected to know basic procedures taught each term and to continue practicing skills learned during the previous term as applicable. Each PTA student must have a "B" or greater in each

technical course prior to progression into the following clinical rotation. By the end of the final practicum, students should have attained the competencies needed to function as entry-level Physical Therapist Assistants.

**In Fall 2019 and Spring 2020, the program will offer the following clinical experiences:**

**Affiliation 1: PTA 180 Clinical Education** (18 days, full time)

Program focus for this affiliation is on addressing the whole patient from subjective intake to application of treatment to assessment of response to treatment. Students will spend 18 days at one clinical site for this experience and will be evaluated by the clinical site using the Clinical Performance Instrument (CPI).

**Affiliation 2 & 3: PTA 260 Clinical Education** (60 days, full-time)

This affiliation emphasizes a **more advanced level of skills**. Students will divide the 60 days between two separate sites (PTA 260A) (PTA 260B). Students will be required to present an in-service to the staff at the site of the terminal clinical. Students will be evaluated by the clinical site using the Clinical Performance Instrument (CPI) and should be at entry-level competency at the end of this affiliation. A system rotation of two different types of clinical experiences at the same site would also be appropriate for the entire 60 days if this can be arranged.

Remediation Policy for PTA 260 Clinical Education:

- If you do not receive a passing grade (80% or higher) in PTA 260A, you must repeat that clinical experience during the time that PTA 260B is taking place for the rest of the class. You will only have one opportunity to remediate PTA 260A. You will then take PTA 260B in the following fall semester and if you receive a passing grade (80% or higher) in PTA 260B, you will graduate in December.
- If you pass PTA 260A but do not receive a passing grade (80% or higher) in PTA 260B, you will repeat that clinical experience in the following spring semester. If you receive a passing grade (80% or higher), you will graduate in May of that year.
- Students will not be permitted to repeat both PTA 260A and PTA 260B.

### **C: Criteria for Selection of Clinical Sites:**

The following criteria are used in the selection of clinical sites. A clinical site/instructor will:

1. Be licensed or accredited as applicable
2. Operate within legal and ethical standards
3. Represent current practice and encourage and support staff development
4. Have a written philosophy compatible with the College and Program mission
5. Assign a CCCE to be responsible for coordinating clinical instruction of students (if a multi-therapist setting)
6. Promote staff participation in clinical education activities
7. Provide the student with learning experiences appropriate for their level of education

8. Attempt to fulfill student objectives for each level of practicum
9. Give feedback to Craven PTA program regarding curriculum and academic preparation of students
10. Provide an orientation for students
11. Have clearly defined roles for physical therapy personnel
12. Have policy and procedure manuals that include policies regarding patients' rights and safety procedures
13. Have non-discrimination policies and procedures relative to facility personnel, patient rights and in the selection or assignments of students during their learning experiences.
14. Have a variety of learning experiences available/applicable to the facility
15. Have an adequate patient population, staff, equipment, space, and other resources
16. Expose students to non-patient care activities, (e.g. quality improvement, productivity monitoring, observing surgery, observing other health care professionals, supervising support personnel) as appropriate
17. Supply information regarding support services, i.e. emergency medical care, cafeteria, parking, available housing, etc., if applicable

## D: Roles of Clinical Instruction Personnel

Academic Coordinator of Clinical Education (ACCE): The ACCE is a full-time Craven Community College employee in the Physical Therapist Assistant Program charged with administering the clinical education component of the program and coordinating with the clinical affiliates. Responsibilities include:

1. Identifying potential clinical sites
2. Initiating and/or responding to requests for affiliation contracts
3. Communicating with clinical sites regarding affiliation dates, goals, and objectives to be achieved for each specific clinical experience
4. Orienting the clinical faculty to Craven's PTA Program and related coursework, faculty rights and privileges, student evaluations, and other information
5. Informing clinical sites of program changes
6. Ensuring that only qualified students are placed in affiliations
7. Assigning students to clinical sites
8. Communicating with clinical faculty and/or the student during the clinical affiliation on an as-needed basis through phone calls or scheduled visits
9. Maintaining clinical education records
10. Evaluating the overall effectiveness of the clinical education component of the curriculum
11. Reporting the status of the clinical education component of the curriculum to the program coordinator
12. Developing and conducting basic Clinical Instructor workshops and implementing clinical faculty development activities based on the results of the clinical education evaluations

Center Coordinator of Clinical Education (CCCE): As the clinical affiliate's appointed representative, the CCCE coordinates the clinical education activities, including assignment of students to clinical instructor(s). Responsibilities include:

1. Serving as the liaison between the college, ACCE and the clinical site
2. Assuring the completeness of the contract with the College
3. Assigning the student to a qualified CI ( see CI requirements below)
4. Developing the student's schedule with CI input
5. Serving as a resource person and mediator for student/clinical staff conflict resolution
6. Insuring that students are not used in lieu of regular employees and that they do not work without proper supervision of appropriate personnel
7. Providing feedback to the ACCE regarding the effectiveness of the clinical education program
8. Keeping the ACCE updated on developments in the field, new protocols in physical therapy delivery, and any other pertinent information about the clinical site via the program
9. Providing the ACCE with current and accurate information about the clinical site

Clinical Instructor (CI): Clinical instructors are officially recognized by the college as Affiliate Faculty and have all the responsibilities, rights and privileges accorded to this position. These are as follows:

**Requirements:** Affiliate faculty must meet the requirements for professional, experiential and/or scholarly preparation established by the appropriate accrediting/approving body for the course or program in which they are teaching. Criteria for clinical instructors in the Craven Community College Physical Therapy Assistant Program require the CI to:

1. Be a graduate of an accredited PT or PTA program
2. Provide proof of original license date and proof of current, active, license in the state of North Carolina prior to the beginning of the clinical affiliation.
3. Provide signed copy of Craven Community College Assurance of CCCE/CI Qualifications and Adherence to Academic Regulations form prior to the beginning of the clinical affiliation.
4. Have a minimum of one year (2 or more preferred) of clinical practice experience in the area in which they are teaching
5. Practice with legal and ethical standards
6. Be familiar with the Program curriculum and objectives for each practicum level
7. Be able to provide formative and summative evaluations of student performance
8. Have good oral and written communication skills
9. Form a supportive, professional relationship with the students
10. Be a role model for self-development and continuing education, ethical and effective practice, and professional behaviors

*Compensation:* As this a voluntary, non-contracted position, affiliate faculty members receive no compensation in the form of salary or benefits from the college.

*Responsibilities:* As program affiliate faculty, clinical instructors have the responsibility to:

1. Orient the student to the clinical facility, including equipment, relevant policies and procedures
2. Instruct the student in documentation procedures used at the facility
3. Assist the student with understanding, recognizing, and respecting the PT/PTA relationship as well as, practical application of the specific guidelines that must be followed regarding the supervision of PTA's by PT's.
4. Review and co-sign any patient notes written by the student
5. Supervise treatment activities provided by the student at all times
6. Assume responsibility of coordinating the in-house learning activities of the student and incorporate individual student goals into these activities when feasible for the rotation
7. Assume responsibility for treatment procedures or techniques needed by the student that have not been presented and practiced in the academic environment. The Curriculum overview indicates the course in which skills are taught.
8. Maintain written records and performance evaluations on the student and provide copies of these records to the ACCE as described in the evaluation section of this manual
9. Maintain confidentiality regarding Craven Community College Physical Therapy Assistant students
10. Provide feedback to the ACCE regarding the effectiveness of the clinical education program
11. Serve as a positive role model for students
12. Assist in evaluation of the clinical education program
13. Follow policies and procedures of the institution in which they are employed in the event that an exposure to blood or body fluids occurs while providing clinical supervision to Craven Community College PTA students

*Rights:* As affiliate faculty for Craven Community College Physical Therapist Assistant Program clinical instructors have the right to:

- Be kept informed of any substantive program changes
- Request a conference as appropriate with the ACCE and/or program coordinator
- Voice concern(s) related to didactic educational units and/or clinical practicum's to the ACCE. Any concern not resolved at that level shall continue to be referred up the administrative chain until resolution occurs.
- Have representation on the Programs Advisory Committee
- Attend at low, or no, cost clinical faculty development activities sponsored or cosponsored by the Program
- Have access to appropriate Craven Community College PTA Program's online faculty services

*Privileges:* Clinical Instructor privileges include:

- Official recognition as Craven Community College Clinical Affiliate Faculty
- Attend all PTA Program college events such as lectures and workshops as appropriate
- Attend and/or participate in all PTA Program events

*Recognition:* Clinical Instructor of the Year Award

- Annual award issued to one exceptional Clinical Instructor based on effectiveness, approachability, communication skills, and number of students accepted in an academic school year.
- Award will be voted on by students and will be presented at the Pinning Ceremony annually.
- Award will not be issued to the same Clinical Instructor more than once.

*Recognition:* Clinic Site of the year

- Annual award issued to one exceptional clinic site.
- Award will be voted on by students and will presented at the Pinning Ceremony annually.
- Award can be issued to the same clinic site up to three times in a 10 year time period.

### III. PROGRAM POLICIES AND PROCEDURES

#### A. Procedures for Determining Clinical Assignments

Clinic assignments are made by the ACCE based on Program goals, objectives, necessary learning experiences, and student preferences. Opportunities for clinical experiences are solicited by the ACCE on March 1<sup>st</sup> of the academic school year prior to the initiation of clinical affiliations in the following academic school year, in accordance with approved APTA guidelines. Once placement requests are received by the CCCE, he/she determines the number, opportunities, and clinical instructors available and then returns the placement request form to the ACCE.

Students can express preference for a specific clinical site; however their experiential needs for academic learning and proficiency supersede simple preference. Sites are reviewed by ACCE to determine what clinical site(s) can best provide the learning experience each student's needs. Affiliation assignments are reviewed with students prior to final confirmation with facility CCCE's. The ACCE makes the final decision regarding student placement.

Placement opportunities are confirmed/reconfirmed with the CCCE during the term prior to each affiliation. If confirmed, the CCCE is given the name of the student assigned for a given practicum. Eight weeks before the start date of a practicum, the ACCE will send out letters to the clinic sites outlining the name and contact information of the student/students assigned to their facility and requesting confirmation from the facility that they still wish to host a student/students. At that time, the ACCE will obtain the name, contact information, proof of CI qualification and licensure, and the signed adherence to academic regulations form. Four weeks before the start date of a practicum the ACCE sends the CCCE and CI an electronic "packet" via email containing updated Policies and Procedures and Clinical Education Manuals, Syllabi specific to the rotation, and specific instructions relative to the rotation.

Each student will bring with them a binder that contains all pertinent forms, CPI Web instructions, CSIF instructions, and student specific forms such as proof of vaccinations, CPR, background checks, drug testing, etc. and it is the expectation of CCC that the CI will reserve 1-2 hours on the first day of the rotation reviewing the expectations of the rotation with the student. All documents required in advance of the rotation will be provided and/or monitored by the ACCE.

## B. Types of Clinical Experiences

During the PTA Program, Craven Community College will attempt to place students in at least two different types of clinical sites which must include at least one inpatient (if possible) and one outpatient experience:

1. An outpatient clinical setting
2. A hospital-based setting
3. Inpatient rehabilitation facility
4. Home health
5. Long-term care facility
6. Pediatric facility
7. Specialty focus clinics such as women's health, wound care, aquatics, other

During these clinical experiences, the student should have an opportunity to focus primarily on the treatment of patients *in either the acute and chronic phase of healing* with the following types of diagnoses or system involvement:

1. orthopedic
2. neurological
3. cardiorespiratory
4. integumentary

For students that desire a setting or patient type not mentioned above, the ACCE will make every effort possible to fulfill those professional learning experiences as they apply to the student's learning experiences.

## C. Contracts for Clinical Affiliations and Policy for Review of Contracts

All clinical affiliation contracts will be considered valid until one or both parties sever the agreement unless otherwise stated. The Health Programs administrative assistant in conjunction with the ACCE will review all written agreements prior to students participating in clinical assignments to ensure the written agreements are unexpired and have appropriate signatures. The content of the contract will be reviewed annually to ensure that it accurately reflects the needs of the college and the facility at that time. The Health Programs administrative assistant in conjunction with the ACCE will contact the person responsible for contract oversight for the facility to determine that the contract continues to meet the needs of the program and the clinical facility. If the contract is not valid or requires modification, the clinical site is placed on hold and students are not placed there until a valid one is on file. This will also be part of the annual review process of the Clinical Education portion of the curriculum.

The letter sent by the ACCE to the clinical site to place a student for a clinical affiliation will serve as the affirmation that the site wishes to continue as a clinical site. This will only be used in the interim when the contract dates are valid and a renewed contract does not need to be formally signed.

Contracts are managed and dates of validity and expiration are monitored by the Health Programs administrative assistant and the ACCE of the PTA Program. Signed original contracts are kept on file with the Health Programs Administrative Assistant. The Health Programs administrative assistant in conjunction with the ACCE sees that contracts are renewed if the contract expiration date is reached. The Health Programs administrative assistant and the ACCE are responsible for seeing that all contracts with facilities where students will be going during the school year are up to date. Content of the contract is reviewed and/or revised when questions or situations arise or when program, student, or facility needs change.

#### D. Clinical Instructor Orientation

All clinical faculty will be oriented to the Craven Community College (CCC) Physical Therapist Assistant (PTA) Program. This orientation may include, but is not limited to, APTA's Clinical Education Guidelines and Self Assessments and an overview of the Program Mission, Goals, clinical education Policies and Procedures, and Faculty rights and privileges.

**Packets containing information related to the PTA Program will be emailed to Center Coordinators of Clinical Education (CCCE) and/or Clinical Instructors (CI). Packets may also be hand delivered during routine clinical facility site checks.**

Additionally, the ACCE will:

1. Provide CI's with or refer CI's to, Craven Community College's Clinical Education Manual
2. Assist with familiarization of the Physical Therapist Assistant Clinical Performance Instrument for CI use in evaluating the clinical performance of each assigned student
3. Review and discuss the CEM, CPI, and packet of information with clinical faculty if/as requested
4. Discuss expectations of Craven Community College PTA students and clinical instructors during practicum as needed
5. Answer clinical instructor/CCCE questions
6. Schedule a Program in-service or Basic Clinical Instructor Workshop tailored to CI/facility specific needs at a mutually agreeable time, if/as requested
7. Participate in facility clinical faculty development as invited or appropriate

## E. Clinical Education Faculty Professional Development and Benefits

The Craven Community College PTA Program is dedicated to providing Clinical Education Faculty with the tools and resources they need. As part of this, we provide professional development opportunities for Clinical Instructors. Initially, our program performs this through one-on-one interaction with the Clinical Education Faculty in order to educate them on student assessment tools such as the CPI that our program will use. We also use this time to educate clinical faculty on the expectations of our students as they progress in the program and how to best use these tools. Our ACCE gathers information from the CIs during this time to determine future areas of need for CI Education.

During clinical site visits and/or calls, the ACCE assesses the features of that clinical site and interviews the CIs/CCCE. This provides an opportunity to address any areas of concern or questions by the Clinical Faculty or ACCE and review clinical education policies and needs regarding Clinical Faculty educational and developmental activities.

The program will have ongoing development activities for Clinical Faculty that ensure the following:

- Clinical education faculty development activities are designed to improve the effectiveness of the clinical education faculty
- Clinical education faculty development activities are based on needs of the clinical education faculty identified in the evaluation of the clinical education faculty
- Clinical education faculty development activities are based on the needs of the clinical education faculty identified in the evaluation of the clinical education program
- Clinical education faculty development activities are designed to meet the needs of the program

The CCC PTA program faculty plan to offer training sessions and/or in-services that both meet the relevant professional development needs of the clinical faculty and provide continuing education benefits toward maintaining licensure. Some topics include training in using the APTA's PTA CPI, orienting clinical faculty to the clinical schedule for the program through a workshop, or clinical education specific topics offered by the core faculty, and hosting continue education courses from off-site vendors. Additionally, the PTA program faculty will work with the College's Center for Teaching and Learning to offer some professional development opportunities. Clinical faculty will also have access to databases contained within the Craven Community College library website as an additional benefit and source of professional development.

## F. Clinical Faculty Evaluation

Formal evaluation of our Clinical Education Faculty is performed annually as part of our annual program assessment to ensure the program is meeting the needs of its clinical affiliates. Our program, over time, formally assesses that professional development needs were met to maintain high quality clinical education experiences for our students. The clinical faculty evaluation procedure includes reviewing the following:

- Clinical Instructor Self-Evaluation
- CCCE Assessment of Clinical Instructor Effectiveness
- ACCE Assessment of Clinical Instructor Effectiveness
- Timeliness in returning paperwork requested by CCC
- Accuracy and conciseness with which student evaluation methods are completed
- Communication with the ACCE, student, and the program
- Student evaluation of the clinical experience
- ACCE site visit to the clinical affiliation facility

## G. Student Responsibilities

Expected Competence Prior to Attending Clinical Affiliations: Students will have a grade of 80% or better in all PTA courses completed prior to the clinical affiliation. All students will have to demonstrate laboratory competencies during laboratory sessions/assignments. Student will have to pass all lab practical exams with a grade of 80% or better.

Preparation for the Affiliation: Prior to the beginning of each practicum, students are expected to:

Review information in the facility's Clinical Site Information Form (CSIF), being especially alert to facility specific requirements (Health certificates, dress code, housing arrangements, hours, parking, etc.). It is the student's responsibility to insure that all of these requirements have been met.

Review Course Objectives/materials and Criteria in the Physical Therapist Assistant Clinical Performance Instrument (CPI).

Complete all electronic student onboarding processes within deadline provided by the facility as stated specifically by each facility.

Have the following documentation available to present if requested by the CCCE:

1. Documentation of immune status for measles, mumps, rubella, & Varicella (chicken pox)
2. Documentation of Hepatitis B immunization, tetanus booster, and current flu vaccine
3. Results from TB test
4. Completed physical exam

5. Proof of current CPR Certification at the Health Care Provider professional level: One rescuer CPR-adult, one rescuer CPR-infant/child, airway obstruction, and two rescuers CPR. This certification must be kept current within the student's enrollment in the Program.

Students will bring the following with them to the clinical experience:

- CCC PTA Program binder containing copies of all required paperwork, instruction sheets for free APTA PTA course, CPI Web student evaluation instruction sheets, etc.
- A copy of the syllabus for the clinical rotation course including skills the student has already learned in the classroom or laboratory.
- Craven Community College nametag identifying the student.

The student must introduce themselves to patients as a Craven Community College PTA student and give each patient the risk-free right to refuse to participate in their clinical education.

Transportation & Housing: Clinical sites offering appropriate learning experiences may be located geographically distant from the student's home/permanent address. The ACCE makes every effort not to create a hardship for students, but they must be willing to go where the best available educational opportunities exist. Students may be expected to drive considerable distances (up to 90 minutes one way from Craven Community College) for a clinical site, but every effort will be made to reduce driving distances. Clinical sites may offer some type of subsidized housing, however students are responsible for their own housing, support, and transportation to all clinical sites.

Student Clinical Rotation Contract: For all clinical affiliations, students must understand that clinical education is designed to meet educational needs only. Students understand that they will not receive compensation, nor there any guarantee of job offers from the clinical facilities in which they participate in clinical education.

Identification: Students must be clearly identified and must present themselves as Craven Community College Physical Therapist Assistant students at all times. A Craven Community College nametag is required to be worn at all times in the clinical setting. Clinical facilities may require other forms of identification such as photo ID. The CCCE and/or the CI will inform the student of facility requirements during the clinic orientation.

Background checks and drug testing: All students are required to complete background checks and drug testing prior to the onset of the first clinical affiliation in the same academic school year that their affiliations will take place, however, some facilities require additional background checks and testing just prior to the beginning of the expected rotation. Students must be prepared to pay for the additional cost of these tests. Students with felony charges on their record will be prohibited from participating in most clinical affiliations by the clinic sites, making it difficult, if not impossible, for Clinical Education faculty to place the student in the required settings for the student to meet Program requirements for graduation.

Dress Standards for Patient Care Areas: Full length slacks/trousers and solid colored polo shirts or solid colored scrubs (depending on your affiliation site) are required for the duration of all clinical affiliations regardless of the facility dress code. Clothing worn into patient care areas should be neat and clean. Students should remove clinic attire for laundering as soon as possible after leaving the clinic to reduce the possibility of contamination. Expected clinic attire/appearance includes:

- Solid color, supportive, non-slip shoes with appropriate hosiery. We recommend shoes with soles that will allow pivoting. **Open-toed shoes and sandals are not appropriate.** Shoes with heavy tread also do not allow pivoting. NOTE: Some facilities may have more specific requirements. If so, students are expected to adhere to these requirements. Variations may include – casual/washable clothing for pediatrics or scrubs for wound care or situations where clothing may become soiled and need to be changed during the day.
- Tight fitting, or ill-fitting clothing (Yoga pants, low cut tops/bottoms) that exposes your private body parts are not appropriate.
- The student must always wear a Craven Community College Physical Therapist Assistant student identification nametag.

Other requirements include:

- A watch, preferably waterproof, with second hand or digital readout is required. Other jewelry is limited to small earrings and plain ring bands, i.e. wedding band.
- NOTE: Some types of body piercing and related jewelry may lead to unwanted exposure to infectious diseases, therefore, visible body piercing jewelry such as tongue, eyebrow, and nose, as well as visible tattoos, are not appropriate for patient care settings.
- Hair short or restrained so that it does not fall in front of the shoulders.
- Fingernails no longer than the ends of the fingers (must not leave nail marks after palpation) and free of all polish and decorations.
- No perfume or cologne.
- Additional requirements as specified by the facility.

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, students are required to inform the clinical instructor and the ACCE no later than the appointed starting time for that day. Failure to notify ACCE of absence (as specified) will result in 10% reduction in the students overall grade for each absence for that rotation.

The CCCE 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. It is not acceptable for a student to arrive early and stay late to make up for missed time, nor is it acceptable for a student to shorten his/her lunch period to make up for time missed. Students are expected to take the same length of lunch hour as their CI and work the same hourly schedule as their CI. Students who arrive greater than 5 min late for clinical will be required to make up their tardiness in 15 minute increments, therefore, if a student arrives at 8:06 when scheduled

for 8:00, they must arrange a time with their CI to make up 15 minutes of clinical, not to include staying late or coming in early. All make up for missed time **MUST** be approved by the student's CI in advance and the student must notify the ACCE of the plan. **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. Failure to approve make up plan with CI and notify ACCE in advance will result in 10% reduction in the overall grade for each absence for that rotation.**

All absences must be made up in the clinic and the make-up plan must be approved in advance by the student's CI followed by notification of the ACCE. Failure to approve the make up plan with the CI and notify the ACCE of the make-up plan will result in 10% reduction in overall grade of the clinical rotation.

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, therefore, it is not permitted for a student to work extra hours in order to get out early from their clinical affiliation. If a student is required to work longer than 8 hours on one day, it is permitted for that student to leave early on another day only if approved by their CI.

The PTA Craven Community College policy, published in the PTA Craven Community College Policy and Procedures Manual, regarding attendance in class also applies to attendance in clinic. 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 contact the ACCE. (Office, home, and cell phone numbers will be provided) Messages may be left on the voice mail if the ACCE is not available. In the event of an emergency outside of these hours, the ACCE can be contacted by calling the Craven Community College Security Department and asking the security officer on duty to relay the message.

If an emergency situation arises in which a family member or others need to contact the student while in a clinical rotation, inquiries as to the student's location should be directed to the assigned facility Director or CCCE, who will then notify the student. A visitor to the student's assigned facility should stay in the appropriate facility waiting area until the student is notified.

Meetings: Students are expected to attend meetings, clinics, and other activities at the facility as directed by the clinical instructor responsible for the student.

Holidays and Other Non-Class Days: The student should conform to holiday schedules of the clinical facility/CI as determined by the CCCE who may choose to have Craven Community College PTA students follow the work schedule of their assigned CI, including weekends and/or holidays. However, if area closures are in effect due to inclement weather, students may not attend practicum since travel to the clinical site may constitute a hazard or risk to the student's health and safety. Questions regarding this policy should be directed to the ACCE and/or Program Coordinator. All time missed due to clinic

observance of a holiday, must be made up in the clinic and must be approved in advance by the ACCE. Failure to approve the make-up plan with your CI and communicate the plan to the ACCE will result in an automatic 10% reduction in your overall score for the rotation.

Liability (Malpractice) Insurance: In accordance with both college and health care agency requirements, each student must carry liability insurance each term enrolled. This insurance must be purchased through Craven Community College.

Assignments: Students are expected to complete clinically related forms and other assignments as indicated for clinical courses including but not limited to:

- Case studies
- In-services/presentations
- Self-assessments and site or program assessments
- Online discussion forums

Clinical Instructor designated assignments are to be completed per the CI's instructions.

Clinically related forms may also include but are not limited to the following:

1. *Student Related Clinical Performance Instrument:* Students are to complete a self-rating of the CPI for comparison with the CI's rated CPI during the mid-term and final evaluations periods for each practicum. **The CI's rating determines the student's level of clinical performance, however, the ACCE determines the grade assigned for the clinical rotation based on the student's ability to successfully complete all of the requirements of that rotation.**
2. *Student Evaluation of the Clinical Experience:* Students are to complete this form at the conclusion of each clinical experience according to the instructions that accompany the assignment.
3. *Discussion Board on Moodle:* Students are expected to participate in clinical discussion boards as outlined in the course syllabus.
4. *Weekly Timesheet:* Students are expected to maintain daily record of their time spent in clinical and have this time verified with CI signature on a weekly basis, then fax the signed timesheet to the ACCE at the end of the day each Friday that they are in clinic.

All patient care activities are to be performed in a safe legal and ethical manner following facility policies and criteria specified in the Clinical Performance Instrument. **If the student feels a procedure is unsafe, contraindicated, not in the patient's best interest, or that the student is not prepared to perform it safely, the student should not perform the procedure but report to the clinical instructor immediately.** If the response of the student's clinical instructor is not satisfactory to the student, the student may request intervention by the ACCE to assist the student and clinical instructor in achieving an acceptable resolution. Students are to follow treatment plans as written by the physical therapist and supervised by the clinical instructor.

Telephone/Electronic Communication Devices: beepers/pagers, cellular telephones and other electronic communication devices are **NOT TO BE USED** in patient care areas. Signals from these devices can interfere with life support or other equipment causing harm to patients!

Internet/Email Use: The use of information technology is consistent with the philosophy and purpose of the college. Students who access the Internet with facility or college resources (specifically Blackboard and/or pipeline email) during clinical affiliations are required to conduct themselves in an ethical and legal manner and to comply with all federal and state laws. Clinical facilities also have policies and procedures regarding privacy and security of patient information to which students are expected to adhere.

STUDENTS ARE NOT TO ACCESS THE INTERNET OR PERSONAL EMAIL USING THE FACILITY'S COMPUTER WITHOUT THE EXPRESS PERMISSION OF THEIR CLINICAL INSTRUCTOR!

## H. Student Conduct

During clinical experiences in affiliated health care agencies students must abide by the same regulations, policies, and professional expectations as employees of those agencies in addition to regulations of Craven Community College and the Physical Therapist Assistant Program. Students may be subject to discipline by the program for any violations.

Students are expected to demonstrate interest, ability and aptitude for responsibilities in physical therapy. Unsatisfactory conduct may be considered grounds for dismissal. Disregard for patient's welfare, disinterest in studies as shown by frequent tardiness or unexcused absence, failure to cooperate in class/clinic assignments and discussions, and dishonesty in written assignments or examinations are examples of behaviors that can be interpreted as lack of interest.

Students, and their Clinical Instructors, are expected to abide by the following ethical guidelines as set forth by the American Physical Therapy Association and found on the Association website.

1. Code of Ethics for the Physical Therapist
2. Standards of Ethical Conduct for the Physical Therapist Assistant
3. Guide for Professional Conduct
4. Guide for Conduct of the PTA

### Confidentiality:

Students are expected to maintain strict confidentiality with respect to all affiliate agency affairs, records, and patient information. Content regarding HIPPA confidentiality requirements is presented during PTA 110: Introduction to Physical Therapy and during orientation to clinical affiliations. Students must not discuss any patient in public, including hospital elevators, cafeteria, and hallways. When patients are referred to in the classroom setting, the student will not identify the patient by name or other identifiable factors. Any failure to protect confidentiality by a student regarding patient information may be considered grounds for dismissal from the program.

Additionally, clinical affiliates should ensure student compliance with HIPAA guidelines while in the facility. This may be done through an orientation and training program, informal and formal feedback. If required by the clinical affiliate's contract, the ACCE will send the CI a statement of confidentiality to be signed by the student, a copy of which is to be kept by the clinical affiliate and a copy of which is to be forwarded to the ACCE.

Clinical instructors are encouraged not to discuss the performance of a Craven Community College physical therapist assistant student with anyone other than the student, the CCCE, other staff as appropriate, and the ACCE/Program Director.

## IV. Evaluation of Student Clinical Performance

Students will be assigned a letter grade for clinical courses based on the ACCE's analysis of evaluation measures and completed assignments as appropriate. For the purpose of determining a grade for the clinical affiliation, the following instrument will be used:

### **Affiliation I, PTA 180 Clinical Education and affiliation II, PTA 260 Clinical Education - PTA Clinical Performance Instrument (CPI)**

#### **A. Grading Guidelines and Procedures**

The following criteria will be used to determine grades for each affiliation by the ACCE.

##### **PTA 180 Clinical Education (18 days, 144 hours)**

Expectations for this clinical include that the student will score at or above 80% overall which includes the following: 25%-Required Assignment 50%-CPI Web scored between "Beginning" performance and "Intermediate" performance on all 14 sections with no areas of significant concerns or deficiencies, 25%-Required Paperwork. Failure to meet this criteria could result in failure to progress to PTA 260A. The student will receive remediation of areas of significant concern or deficiency by full-time faculty and, if deemed appropriate, will be permitted to move forward to the next rotation. If the student cannot exhibit an appropriate level of remediation, he or she will be allowed to repeat PTA 180 during PTA 260A. **A student will only be permitted to repeat one clinical experience.**

##### **PTA 260 Clinical Education (60 days, 480 hours)**

Expectations for this clinical include that the student will score at or above 80% overall at the end of PTA 260B which includes the following: 25%-Required Assignment 50%-CPI Web scored between "Advanced Beginner" performance and "Advanced Intermediate" performance at the end of PTA 260A and "Entry" level performance at the end of PTA 260B on all 14 sections with no areas of significant concerns or deficiencies, 25%-Required Paperwork. Failure to meet the specified criteria in PTA 260A could result in failure to progress to PTA 260B. The student will receive remediation of areas of significant concern or deficiency by full-time faculty and, if

deemed appropriate, will be permitted to move forward to the next rotation. If the student fails to exhibit an appropriate level of remediation, they will be allowed to repeat PTA 260A during PTA 260B. Failure to meet the specified criteria in PTA 260B could result in failure to graduate. The student will receive remediation of areas of significant concern or deficiency by full-time faculty and, if deemed appropriate, will be permitted to graduate. If the student cannot exhibit an appropriate level of remediation, they will be permitted to repeat PTA 260B during PTA 180 of the following semester. **A student will only be permitted to repeat one clinical experience.**

**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 on their biosketch to ensure that each item has an opportunity for evaluation during one or more of his/her clinical education affiliations. The student is provided with a tracking tool to assist them with monitoring their involvement in each item, and the student is required to have their CI initial each area that the student participated in or that the student observed. Further, the student must ensure that any item marked not observed or participated in during the first clinical 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 will monitor the progression of the tracking tool and the full-time faculty will provide remediation to the student of any areas that the student was not able to actively demonstrate proficiency in at the conclusion of the final rotation.**

## B. Evaluation Procedures:

For each affiliation, the ACCE will provide instructions for the free online training through the APTA for the CPI Web to both the CCCE and the CI. A paper version will be available through the ACCE if deemed necessary.

Detailed instructions for using and completing the CPI are provided online by the APTA. CIs are encouraged to review the complete CPI and to 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 CCCE and/or the ACCE if necessary. If not quickly resolved, student problems with performance may lead to the student failing the affiliation.

- For each rotation, 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 CCCE 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 CI will provide copies of the CPI, as well as presentation evaluations if applicable, to the ACCE within one business day by the end of the affiliation so the ACCE can assign grades in accordance with college policies. The CI may choose to give these documents to the student for him/her to return to the ACCE. The student should always receive a copy or be able to access online of the completed CPI of each affiliation to help develop their educational experience.
- The ACCE will review the CI rated CPI and student assignments and assign a letter grade for the affiliation course per Program and College policies.

### C. Determining Clinical Competency:

The final grade and decision as to whether or not the student passes the clinical experience is determined by the ACCE and Program Coordinator if indicated.

## V. Health and Safety

### A. Student Health Requirements

Since physical therapist assistant students have direct contact with patients and other health care workers in affiliated health care agencies, they are expected to have and maintain a satisfactory level of health, which includes freedom from substance or chemical dependency and communicable diseases.

Prior to participations in clinical experiences, students must have on file in the ACCE's office a medical form, completed by a physician of the student's choice, which includes the following information:

1. Medical history and physical exam findings.
2. Documentation of immune status to measles, mumps, rubella, and chicken pox via titer or immunization. If titers are negative, the student should consult a health care provider regarding immunization and in the event of exposure to the communicable disease, the student is required to notify the ACCE immediately.
3. Date of tetanus immunization (must be within the last 10 years).
4. Dates of Hepatitis B immunization (student must begin the series of three immunizations prior to participation in the first clinical rotation).
5. Results of a TB skin test and/or chest x-ray indicating no active disease if the TB test results are positive.
6. Documentation of current flu vaccination for PTA 180 and PTA 260. Flu shots are generally available to the public between September and February.
7. Background screening for each student as required by the clinical site.
8. Drug screens for each student before attending clinical rotations as required by the clinical site.

The medical form also includes a statement signed by the student's physician which indicates that, to the physician's knowledge, the student has no past or present physical or emotional problem that might potentially interfere with his/her participation in the PTA program.

The student must sign a statement acknowledging that exposure to various communicable/transferrable illnesses may occur during clinical experiences, and that the protection against these conditions (i.e. following safe health practices and becoming immunized) is the student's responsibility. Student CPR and health and liability insurance requirements are discussed elsewhere.

### B. Universal Precautions

Craven Community College PTA students receive coursework regarding the use of universal precautions at the beginning of the first semester and continuing throughout their PTA coursework. Students must demonstrate an understanding of these concepts through test questions included on written examinations and utilization of universal precautions in all lab and clinical activities including but not limited to:

- Blood and airborne pathogens
- Hepatitis B Immunization

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

### C. Craven Community College Policy on Management of Students Exposed to Blood and Body Fluids

The following procedure is to be followed by students and clinical instructors in the event that an exposure to blood or body fluids via parental, mucous membranes, or open skin routes occurs while participating in clinical or laboratory experiences:

#### Exposure Report:

1. The exposure incident procedures of the clinic facility as they apply to students should be followed.
2. The student will seek immediate medical attention through either the employee health services of the clinical facility or the individual's private physician. Payment of medical bills is the responsibility of the exposed individual.
3. The student will notify the ACCE as soon as possible after the incident.
4. The clinical instructor and the student will each complete and submit an original written report within two working days to the ACCE/Program Director which includes the following:
  - a. Date and time of exposure
  - b. Details of the exposure, including procedure being performed, where and how the exposure occurred, if the exposure involved a sharp device, type and amount of fluid or material involved in the exposure, and condition of skin (i.e. intact, chapped, abraded) of student
  - c. Information about exposure source or individual determining infection risk, when policies of facility do not prohibit direct release of this information
  - d. Information about follow-up.
5. The exposure incident report will be permanently placed in the student's file and a copy of the incident report will be kept by the ACCE.
6. The ACCE/Program Director will notify the Dean of Health Programs with a copy of the incident report.

#### Exposure Management:

It is the responsibility of the student to arrange and finance post-exposure medical follow-up and care. However, the ACCE will advise the student of the following Centers for Disease Control recommendations\*:

1. Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water.
2. OSHA guidelines direct the clinical facility's infection control officer to attempt to determine the infectivity status of the source individual. The student, clinical instructor, and ACCE will be provided this information, or when policies of the facility prohibit direct release of this information, the name of the individual determining infection risk.
3. The student's physician should clinically and serologically evaluate the student member as soon as possible to determine the need for post exposure prophylaxis.
4. The "Evaluating Physician's Statement" should be returned to the student. This statement should be returned to the ACCE and attached to the incident report.
5. Baseline testing for HIV antibody should be performed. If initial testing is negative, it is suggested that the student be retested at 3 and 6 months post exposure.
6. In the event a student is exposed to blood or body fluid from an individual who is positive for Hepatitis B viral antigen, or if the infectivity of the source individual cannot be determined, the student should immediately have their Hepatitis B immunity status evaluated by their physician utilizing appropriate serologic testing such as Anti-HBs antibody titer.
7. In the event a student does not have immunity or has low immunity to Hepatitis B virus, the student should seek medical treatment at once. Hepatitis B Immune Globulin (HBIG), if recommended by the student's physician, should be administered within seven (7) days following an exposure. Repeat vaccination may also be recommended.
8. In the event that the student declines to seek medical care, the ACCE/Program Director shall have the student sign a Declaration to Seek Post-Exposure Medical Follow-up Form. This form shall be attached to the incident report and a copy of the form shall be forwarded to the College's Director of Legal Services.

#### **D. Incident/Accident Reports (other than exposure to blood and body fluids)**

CCC physical therapist assistant students are expected to provide patient treatment procedures in a safe, ethical and legal manner. Any procedure that a student feels unprepared to provide, or deems contraindicated, should be discussed with his/her clinical instructor prior to implementation. Students are to utilize good body mechanics and request assistance as indicated by treatment procedures. Given the 'hands-on' nature of the delivery of physical therapy services, it is acknowledged that incidents and/or accidents may occur which could result in injury to the patient and/or student. The following procedure is to be followed by students in all situations other than exposure to blood and body fluids that could result in injury either to the patient or the student occurring during clinical rotations:

1. Facility procedures are to be followed in all cases involving patient emergency situations, including completion of required documentation.
2. The clinical instructor is to be notified immediately of any patient or student incident and/or

3. Student injuries should be assessed to determine appropriate measures to be taken. If warranted, the student will seek medical attention as indicated through his/her private physician. Payment of medical bills is the responsibility of the student.
4. The clinical instructor and the student will each complete the CCC Incident/Accident Report and submit the original copies within two working days to the ACCE/Program Director.
5. The incident report will be permanently placed in the student's file and a copy of the incident report will be kept by the ACCE/Program Director.
6. The ACCE/Program Director will notify the college's Director of Legal Services of the incident with a copy of the incident report.

### **E. Student Drug and Alcohol Screening/Background Check**

Students may be subject to a drug and alcohol screening and/or a background check prior to beginning any affiliation if this is part of the policy for the specific clinical site.

## **VI. Planning for Student Participation in Clinical Experiences:**

Effective teaching/learning for both the student and CI involves planning for student learning and supervising and evaluating student performance. Clinical education courses are designed to ensure that students receive quality learning experiences. This is achieved through understanding that:

- During clinical education experiences, the students are not employees of the assigned facility but are considered to be students of Craven Community College.
- Some health care agencies to which they are assigned may have policies requiring proof of freedom from chemical and/or substance abuse and/or may require that students submit to pre-clinical drug and alcohol screenings. Facilities may also require random drug and alcohol screenings if student behaviors indicative of substance abuse are exhibited during clinical experiences.
- Health care agencies to which they are assigned have policies requiring confidentiality of patient or other information in compliance with HIPAA or other laws.
- Clinic instructors should be oriented to and familiar with program information and materials.

### **A. Clinical Instructor Information**

Information needed for student supervision during clinical rotations includes but is not limited to:

- A letter of introduction – Two weeks prior to the start date of the rotation, students are to send the CI/CCCE a letter of introduction that includes contact information. The Student Biosketch will serve as this method of communication.
- Student data – Along with a letter of introduction, students are to provide clinical instructors with the name and telephone number of an emergency contact, proof of health insurance/other relevant information, perceived strengths and weaknesses and goals and objectives to be achieved during the rotation.

NOTE: CIs may work with students to amend or change these goals as appropriate to the facility.

- A student evaluation of the clinical experience – Students will be given an opportunity to reflect on his/her clinical education experience at an assigned clinical facility. Students should share this evaluation with clinical instructors after discussing and signing the clinical instructor’s rated CPI.
- Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) – The PTA CPI is made available to clinical instructors via linking of the student with the CI by the ACCE in CPI Web using active email addresses, therefore, it is imperative that the ACCE have the CI’s correct email address.
- Written Case Study/Oral Presentation – Oral presentations and/or departmental inservices for any given rotation are to be completed at the discretion of facility clinical instructors if they fall outside of the terminal clinical experience. If a case study presentation or inservice is required, please rate the student using the In-Service Evaluation Form and return it to the ACCE along with the completed CPI. The overall rating of the presentation/in-service will be used by the ACCE as appropriate to determine the student’s overall grade.
- Miscellaneous Information – The ACCE may send clinical instructors, as appropriate, a current program brochure, notice of program updates, etc. Verification of Student Liability Coverage. The ACCE will also ensure that each CI also has a copy of the PTA Program Complaint Form.

## **B. Evaluating the Student Clinical Performance**

Evaluative instruments are used by CIs, students, and the ACCE to determine the student’s level of performance competency for each clinical affiliation. The APTA CPI Web will be used for evaluating student performance for Affiliations I and II.

### **The following information applies to Affiliations and using the CPI:**

The ACCE will provide instruction to the students and CI’s who have never used the CPI Web to assist them with completion of the free APTA PTA CPI Web course to prepare them for using the CPI Web during their clinical affiliations.

For each affiliation, the APTA CPI is available electronically to the students and CI’s to be utilized as a measure of the student’s performance at the rotations’ mid-term and final. We strongly encourage all CI’s to engage in the electronic use of the CPI vs the paper form but will permit use of the paper form in the event of an unforeseeable emergency or computer unavailability.

All versions of the CPI contain information regarding the components and use of the CPI, performance criteria, APTA’s disclaimer and license agreement. The complete version also includes a glossary of terms, examples of completed items for intermediate and final experiences, entry-level data collection and technical skills, and a comparison of the CPI to the PTAs evaluation criteria for educational preparation. Also included are a bibliography and a historical perspective on the development of the Instrument.

CIs and student should not rely solely on this overview but should read and know all pertinent information on the CPI in order to become familiar with it.

During the midterm and final evaluation periods, CIs and students are encouraged to share their individual ratings of the CPI. Information gained through comparison of the CI's and student's ratings may facilitate discussion and allow the student an opportunity to plan future learning experiences. Clinical instructors will rate the student's performance on **all** Criteria in the CPI for all affiliations. If the student did not engage in a particular intervention due to unavailability, it will not count against the student and the CI may omit a score on that particular intervention.

**Note: The CI's rating of clinical performance will determine acceptable levels of student performance.**

In order for the student to receive a grade for the affiliation/course, the student and their CI must complete the PTA CPI Web at mid-term of the rotation and within one business day of the end of the clinical affiliation. If the CPI was completed on paper the evaluation may also be returned via the student if the CI feels comfortable with this method of delivery. If the CI's completed evaluation is not received in a timely manner the student will be awarded a grade of "incomplete" for the course. Once the evaluation is received, the student's grade will be adjusted accordingly.

### C. Components of the Clinical Performance Instrument (CPI)

The following is a brief description of the component areas of the CPI. If you have additional questions regarding the CPI please refer to the complete version that should be on file in the CCCE's office.

- **Performance Criteria/Sample Behaviors:** performance areas to be evaluated that describe essential behaviors of the entry-level PTA.
  - Sample behaviors used to guide assessment of student performance are included with each performance area.
  - These behaviors are not all inclusive of expected competencies that may vary from setting to setting.
  - Students must progress in skill acquisition in selected performance areas for each successive affiliation and demonstrate an acceptable level of competency for each clinical education course.
  - Students will be assigned grades for all affiliations based on scoring of these criteria
- **Red-Flag Item:** These performance areas are considered foundational elements in clinical practice and are marked in the CPI.
  - **The ACCE's immediate attention is required for students having difficulty with any red-flag item.**
  - **If not quickly resolved, difficulty in these areas may require remediation and/or result in dismissal from the program.**
- **The Scale:** Mechanism for CI evaluation of student performance
  - Performance may range from 'beginning performance' to 'entry-level' for individual competencies

- The CI determines the student's current level of performance based on the criteria determined by the APTA's clinical performance instrument.
- This process is to be completed for both the mid-term and final evaluation periods.
- **Significant Concerns Box:** Provides a mechanism for both mid-term and final evaluations to indicate that the student's performance is unacceptable.
  - Significant concerns place the student at risk of failing the clinical affiliation.
  - **If checked, the CI must provide written comments supporting the CI's assessment of unacceptable behavior.**
  - **If checked, the CI must contact the ACCE for possible Program intervention.**
- **With Distinction Box:** Provides a mechanism for both mid-term and final evaluations to indicate if the student's performance **exceeds expectations for clinical performance**.
  - If checked, the CI must provide written comments to support the exemplary behavior.
  - NOTE: This area is frequently misunderstood by CIs who sometimes check this area to indicate entry-level performance.
  - Students should discuss the purpose of the With Distinction Box with their CI to clarify his/her intent.
- **Not Observed box:** Provides a mechanism for both mid-term and final evaluations to indicate the student's performance on this criterion was not observed.
  - CIs are encouraged to review the sample behaviors given with each criterion before checking this box.
  - **Students are responsible for tracking any items marked "Not Observed" and for ensuring that all performance criteria are observed prior to graduation.**
- **Comments (formative):** Allows the CI or student to elaborate and/or clarify the student's performance level as rated on the VAS.
  - Comments may include critical areas to be achieved, problem areas, or examples of exemplary performance.
  - Written comments are required by the CI to support his/her checking the Significant Concerns or With Distinction boxes (indicates that the student's performance is below entry-level at the end of the final affiliation, there are deficiencies in the student's psychomotor skills or the student's performance exceeds Program/CI expectations).
- **Summative Comments:** Provides a mechanism to identify, clarify, and/or highlight the student's overall performance related to areas of strength or areas that need improvement.
  - May also include other relevant information.
  - Summative comments should be based on student performance as it relates to clinical affiliation objectives.
  - Comments written for the mid-term evaluation period are considered "formative" in that they provide the student direction for future performance.
  - Comments written in the final evaluation period are considered "summative" in that they may indicate progression in skills, a need for additional learning experiences for any given criterion and/or provide a summary of the student's overall performance.

- **Evaluation Signatures Page:** Provides a mechanism for the CI and student to indicate that they have read and discussed the CPI at the end of each evaluation period.

## D. Use of the CPI

The CPI is used by the CI, the student, and the ACCE in evaluating student competency as follows:

- **Clinical Instructor**
  - Objectively and formally rate/assess the student's performance at mid-term and final evaluation periods by drawing a vertical line through the VAS
  - Check the appropriate areas
  - Provide written comments supporting the CI's rating/assessment of the student's performance
  - Discuss the evaluation with the student after each evaluation period and sign the signature page following each evaluation
  - Contact the ACCE with school/CPI related questions or concerns
  - May contact the APTA's Department of Physical Therapy Education about the CPI and/or the PTA program

**Procedures:** The CI may use the following procedures in rating the student's performance:

- direct observation
- review of the student generate documentation
- discussion with other CIs, PTs, PTAs, and students as appropriate
- review of entry-level performance dimensions
- consider affiliation expectations (beginning, intermediate, advanced)
- set specific entry-level practice standards
- sign the signature page on CI's rated CPI after each evaluation period
- **Student**
  - self-assess own performance for mid-term and final evaluation periods
  - compare and discuss self-assessment with the CI assessment after each evaluation period
  - sign the signature page on the CI's rated CPI after each evaluation period
- **ACCE**
  - review affiliation coursework and completed CPIs at the end of the clinical affiliations
  - assign affiliation/course grades in accordance with college policies – consideration is also given to the level of expected performance criteria for the affiliation, clinical course objectives, and assignment scores
  - be available to students and CIs to answer questions and/or provide additional information on request/as needed.

## **E. Clinical Site Complaint Process**

- In the event that a complaint arises by the CCCE or CI regarding the Craven Community College PTA Program policies, procedures, faculty interactions, etc., a form is provided to the clinical site to be completed and submitted to the Program Director or ACCE without fear of retaliatory activity on the part of the Craven Community College staff or faculty.

Craven Community College and the PTA Program look forward to affiliating with your clinic/facility as a clinical site for the enrichment of our students' learning and professional experiences!

## **VII. Appendices**

- A. Release of Criminal Background Checks and Student Medical Information to Clinical Sites**
- B. Clinical Site Visits Form**
- C. PTA Program Complaint Form**

**CRAVEN COMMUNITY COLLEGE HEALTH CARE PROGRAMS**

**I. Release of Student Medical Information to Clinical Sites**

I. WAIVER AND CONSENT:

STUDENT RECORDS AND PRIVACY ACT

In consideration for arranging clinical studies which are a curriculum requirement, the undersigned waives his or her rights under the Student Records and Privacy Act and permits Craven Community College to release results of criminal background checks, physical examinations (“Information”), and other necessary personal medical information to clinical sites.

The undersigned further acknowledges understanding and agreement that the release of such Information is for his or her benefit to facilitate access to the clinical site; and that release of the Information does not, however, guarantee acceptance of the undersigned at the clinical site; and that the undersigned may be rejected by the clinical site on the basis of the Information released to it; and the undersigned shall and hereby does hold harmless the Board of Trustees of Craven Community College, Craven Community College, and all agents and employees of Craven Community College from any and all liability, cost, and loss in the event of such rejection because of the Information.

Signature: \_\_\_\_\_

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

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

## II. Clinical Site Visits Form

1. Tour of facility if ACCE is not already familiar
2. Meet clinical director and CCCE if possible
  - a. Discuss the workings/set-up/offerings of the clinic
  - b. Discuss their history of providing clinical education
  - c. Receive general impression of the student's interaction/conduct with clinical staff and patients
  - d. Ask about anything else the facility needs/would like from the College to improve the affiliation
3. Meet with CI
  - a. Discuss lay-out of the clinical
    - i. Experiences the student is receiving
    - ii. How often the student and CI formally meet to review patients and student performance
    - iii. Level of supervision and independence
  - b. Discuss student performance
    - i. General impression of the student's performance thus far
    - ii. Evaluation methods used throughout the clinical, not just midterm and final
    - iii. Any questions/concerns about the student's performance
    - iv. Any questions about meeting with student, assessment methods, use of PTA CPI
4. Meet with student
  - a. General impression of the clinical experience
    - i. Experiences/opportunities provided
    - ii. Case load/types of patients
      1. Level of supervision and independence
  - b. Communication with CI
    - i. Is it adequate/enough productive feedback?
    - ii. Do you need help with this?
    - iii. How often do the student and CI meet?
  - c. Self-assessment of performance thus far
    - i. Strengths
    - ii. Weaknesses
    - iii. Need any specific help/guidance?
    - iv. Any major concerns about the experience?
5. Provide any additional information or forms/materials for student and CI as needed.

**III. PTA PROGRAM COMPLAINT FORM**

Craven Community College

Physical Therapist Assistant Program

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

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

Contact Info \_\_\_\_\_

Description of Complaint:

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

Reviewers of Complaint and Date Reviewed:

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

Action (s) Taken (including any response to complainant) include date:

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

Any Further Actions to/from Complainant or Program (include date):

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