

Physical Therapist Assistant Clinical Education Handbook



LAKE AREA
TECH COLLEGE

Lake Area Technical College
PTA Program
1201 Arrow Avenue
PO Box 730
Watertown SD 57201
605-882-5284
Fax: 605-882-6299

TABLE OF CONTENTS

SECTION 1.0 LATC Physical Therapist Assistant Program Mission, Goals & Curriculum	
1.1	Mission Statement 4
1.2	Instructional and PTA Program Quality Standards and Goals 4
1.3	Graduate Outcomes Measures..... 5
1.4	Clinical Education Curriculum Goals 5
1.5	Purpose of Clinical Education 5
1.6	Physical Therapist Assistant Curriculum 6
1.7	Course Descriptions for Physical Therapist Assistant Curriculum 7
1.8	Terms Used in Clinical Education 10
SECTION 2.0 Rights and Responsibilities in Clinical Education	
2.1	Introduction to Rights and Responsibilities 11
2.1.1	Letter of Agreement 11
2.2	Student Rights and Responsibilities in Clinical Education 11
2.2.1	Immunizations, Certifications, and Health Risks 11
2.2.2	Criminal Background Check and Drug Testing 12
2.2.3	Health and Professional Liability Insurance 12
2.2.4	Disability Services 12
2.2.5	Learning Objectives and Biographical Information 13
2.2.6	Professional Conduct and Expectations 13
2.2.7	Attendance 14
2.2.7.1	Obtaining an Excused Absence for an Unplanned Event 14
2.2.7.2	Obtaining and Excused Absence for a Planned Event 14
2.2.7.3	Required Clinical make-up Time 14
2.2.8	Dress Code for Clinical Assignments 15
2.2.9	Student Self-Assessment and Appraisal of the CI/Clinical Education Site 16
2.2.10	Situations that Require Student Action 17
2.2.11	Supervision 17
2.2.12	Consent 17
2.2.13	Travel Arrangements and Expenses 17
2.3	Site and Clinical Education Faculty Rights and Responsibilities in Clinical Education
2.3.1	Evaluation of Full-time Clinical Education Experience 17
2.3.2	Situations that Require CI or CCCE Action 18
2.3.3	Supervision of PTA Students 18
2.3.4	Attendance 18
2.3.5	Weekend or Holiday Assignment 19
2.3.6	Educational Opportunities..... 19
2.3.7	Communication Prior to the Clinical Education Experience 19
2.3.8	Communication During the Clinical Education Experience 19
2.3.9	Communication After the Clinical Education Experience 19
2.3.10	Journal Article Requests 20
2.3.11	Self-Assessment 20
2.4	CCE Rights and Responsibilities for Clinical Education
2.4.1	Communication Prior to the Clinical Education Experience 20

2.4.2	Communication During the Clinical Education Experience	21
2.4.3	CCE Responsibilities for Evaluation of the Clinical Education Process	21
2.5	Overview of Communication Expectations between CCE, Clinical Faculty, Academic Faculty and Students	
2.5.1	Clinical Education Internship Scheduling and Communication Prior to the Clinical Experience	21
2.5.2	Communication During Clinical Experiences	22
2.5.3	Communication Following Clinical Experiences	22
SECTION 3.0 Clinical Education Experiences		
3.1	Purpose	23
3.2	Curriculum	23
3.3	Clinical Education Syllabi	23
SECTION 4.0 Evaluation Full-Time Clinical Education Experiences		
4.1	Introduction to <i>Physical Therapist Assistant Clinical Performance Instrument (CPI)</i>	24
4.2	Student Performance Evaluations	24
4.3	Student Evaluation of Clinical Education Experience	25
4.4	Grading of Clinical Education Experience	25
SECTION 5.0 Clinical Education Site Placement		
5.1	Policies and Procedures for Clinical Education Site Placement	26
5.2	Site Placement	26
5.3	Policies and Procedures for Establishing New Clinical Education Sites	27
Memorandum of Agreements		
	Student Memorandum of Agreement	29
	CCCE Memorandum of Agreement	30
APPENDICES		
	Affiliation Agreement	A
	Student Biographical Information and Objectives Form	B
	Standards of Ethical Conduct for the Physical Therapist Assistant	C
	Current Syllabi	D
	✓ PTA 241 Clinical Education I	
	✓ PTA 245 Clinical Education II	
	✓ PTA 250 Clinical Education III	

SECTION 1.0 LATC Physical Therapist Assistant Program

Mission, Goals and Curriculum

1.1 Mission Statement

The Physical Therapist Assistant program will provide students with a comprehensive education leading to an associate of applied science degree, including the training, knowledge, skills and professional attitudes necessary to prepare the student to be competent and integral members of a health-care delivery team.

1.2 Institutional and PTA Program Quality Standards and Goals

1. **Character:** Students will demonstrate personal and social responsibility including setting reasonable and realistic personal and professional goals, time management skills, professionalism and community service.

Program Goals:

1. Provide a curriculum that emphasizes safe, legal and ethical practices.
 2. Encourage altruism, compassion, cultural competence and social responsibility by providing opportunities for student learning and growth in these areas.
 3. Emphasize the importance of ethical considerations in the practice of physical therapy and make the students cognizant of the value of professional organizations, as well as the need for continuing education.
2. **Interaction:** Students will demonstrate clear and accurate communications skills including listening, speaking and writing.

Program Goals:

1. Provide a curriculum that promotes effective communication in all the roles of a physical therapist assistant including documentation and professional writing, interpersonal skills, verbal and non-verbal communication.
3. **Reputation/Competency:** Students will demonstrate technical competence, learning to learn, information literacy, and problem solving/critical thinking.

Program Goals:

1. Provide a competency-based curriculum which will prepare students to perform the professional duties of a physical therapist assistant.
2. Ensure that the students understand the role and scope of the physical therapist assistant within the physical therapy profession and the healthcare delivery system.

1.3 Graduate Outcomes Measures

1. Graduates will provide safe physical therapy interventions to progress a patient through their

- plan of care.
2. Graduates will maintain CPR competency and respond appropriately to emergency situations.
 3. Graduates will demonstrate good patient management skills, such as time management, accurate billing, appropriate supervision of support personnel, et.
 4. Graduates will comply with the Standards of Ethical Conduct for the Physical Therapist Assistant.
 5. Graduates will participate in learning activities that improve their abilities as a physical therapist assistant and enhance their role in the profession.
 6. Graduates will promote health, wellness and prevention to their patients and their community.
 7. Graduates will effectively communicate with their supervising physical therapist, patients, caregivers, healthcare workers and the public.
 8. Graduates will complete accurate and timely documentation supporting physical therapy services.
 9. Graduates will provide healthcare education to colleagues, students, and the community.
 10. Graduates will be competent in reviewing physical therapy documents and medical records recognizing the rationale for selected interventions and the PTA's role in application of the plan of care.
 11. Graduates will competently apply interventions as directed in the plan of care, including progression or identifying when modifications are necessary.
 12. Graduates will perform accurate data collection.
 13. Graduates will provide effective instruction to patients and others to achieve the goals and outcomes as described in the plan of care.
 14. Graduates will demonstrate the ability to read and understand healthcare literature.
 15. Graduate cohorts will be at 60% or higher graduation.
 16. Graduate cohorts will pass the NPTE at 85 % or higher (2 year cohort).
 17. Graduate cohorts will be employed at 90% or higher.

1.4 Clinical Education Curriculum Goals

1. The student will demonstrate the behavioral practice expectations of: accountability, altruism, compassion and caring, integrity, cultural competence, duty, and social responsibility.
2. The student will demonstrate competency in performing the following patient/clinical management expectation: review of the plan of care, data collection, intervention, patient instruction & progression, documentation and emergency response.
3. The student will demonstrate competency in the practice management expectations of resource management, communication, career development and education.

1.5 Purpose of Clinical Education

The purpose of clinical education is to provide clinical experiences that allow for the application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As an integral part of the overall curriculum, it is imperative that clinical education opportunities reflect the mission and goals of the Lake Area Technical College Physical Therapist Assistant Program.

1.6 Physical Therapist Assistant Curriculum

The Lake Area Technical College's curriculum leads to an Associate of Applied Science - Physical Therapist Assistant (PTA) degree. The physical therapist assistant student enrolls in the following courses:

First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
ANAT 142	Anatomy	45	3
MATH 100	Applied General Math	45	3
SPCM 101	Fundamentals of Speech	45	3
CSC 100	Computer Concepts	15	1
MA 115	Medical Terminology	45	3
SOC 118	Sociology in Healthcare	45	3
PTA 100	Introduction to Physical Therapist Assisting	28	1
PTA 110	Fundamentals of Physical Therapist Assisting	84	3
PTA 116	Ethics and Issues in Physical Therapy	56	2
	Total	408	22

First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
ENGL 101	Composition	45	3
PHGY 210	Human Physiology	64	4
CPR 112	Basic Life Support (BLS) for the Healthcare Worker	8	.5
PTA 106	Kinesiology	84	3
PTA 120	Observation and Measurement	84	3
PTA 125	Physical Agents and Massage	112	4
PTA 136	Electrotherapy	56	2
	Total	453	19.5

First Year – Summer Session

Course Number	Course Title	Clock Hours	Credits
PSYC 101	General Psychology	45	3
PTA 145	Theories of Therapeutic Exercise	42	1.5
PTA 150	Pathology for the PTA	56	2
	Total	143	6.5

Second Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
PTA 220	Musculoskeletal Disorders and Treatment	112	4
PTA 228	Neuroanatomy and Neurological Dysfunction	84	3
PTA 229	Human Development and Pediatric Disorders	42	1.5
PTA 241	Clinical Affiliation I (4 weeks)	180	3
PTA 242	Rehabilitation Procedures	112	4
	Total	530	15.5

Second Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
CSS 100	Career Search Strategies	8	.5
PTA 216	Applications in Therapeutic Exercise	56	2
PTA 231	Special Topics	42	1.5
PTA 245	Clinical Affiliation II (6 weeks)	240	4
PTA 250	Clinical Affiliation III (6 weeks)	240	4
	Total	586	12

1.7 Course Descriptions for Physical Therapist Assistant Curriculum

PTA 100 - Introduction to Physical Therapist Assisting - 1 credit

Course Description: This course will introduce students to the field of physical therapy. Topics will include history of the physical therapy profession, role and scope of PT/PTA, professional organization, educational and job opportunities, career decisions, confidentiality, licensure, physical therapy terminology, basic research procedures, multi-disciplinary team approach, communication within the health-care fields, reimbursement, professionalism and service learning, as well as current issues affecting the field of physical therapy.

PTA 110 - Fundamentals of Physical Therapist Assisting - 3 credits

Course Description: This course will include lecture and classroom instruction on the fundamental skills of physical therapist assisting required for patient care and treatment. These skills include documentation of patient care; isolation and universal precautions; preparation of the patient, treatment areas, and equipment; vital signs, monitoring and collection; posture and body mechanics; patient transfers; gait training with or without assistive devices; wheelchairs and wheelchair mobility; architectural barriers, and activities of daily living. The primary focus of this class will be the lab; most of the skills are hands-on.

PTA 116 - Ethics and Issues in Physical Therapy - 2 credits

Course Description: This course includes classroom instruction and discussion in ethics and important issues facing the physical therapy profession and health care in general. Topics will include medical law and ethics, multi-disciplinary team approach, standards for practice and ethical conduct, professional liability, medical malpractice, confidentiality, quality assurance, employment issues, fiscal considerations, and third-party payers, bio ethics, professional duty and standards.

PTA 106 – Kinesiology - 3 credits

Course Description: This course includes classroom instruction on basic kinesiological and biomechanical principles related to normal movement and their importance in understanding and implementing treatment programs. The course will provide an in-depth anatomy review with emphasis placed on musculoskeletal and neuromuscular relationships and function.

PTA 120 - Observation and Measurement - 3 credits

Course Description: This course will include classroom and laboratory instruction on the basic assessment skills necessary for monitoring patient progress and safety, and for making recommendations for treatment modification. Assessment techniques include goniometry, manual muscle testing, segmental length, girth and volume, skin and sensory assessment and environmental assessment.

PTA 125 - Physical Agents and Massage - 4 credits

Course Description: This course will include classroom and laboratory instruction on the theory and techniques of applying physical therapy modalities including therapeutic heat and cold, ultrasound, hydrotherapy, light therapy, intermittent compression pump, and traction. Students will also be exposed to proper positioning and draping techniques for treatment to various body regions. This course will discuss the topics of universal precautions, sterile techniques, wound care, burn care, dressings, and bandaging of burns and wounds. Application of soft tissue mobilization will also be covered.

PTA 136 - Electrotherapy - 2 credits

Course Description: This course will include classroom and laboratory instruction on the theory and application of electrotherapeutic agents and biofeedback for pain modulation and neuromuscular facilitation and re-education as well as the use of electrical stimulation in combination with other therapeutic agents.

PTA 145 – Theories of Therapeutic Exercise - 1.5 credits

Course Description: This course will include classroom and laboratory instruction on the theory and techniques of therapeutic exercise. Students will receive instruction in theories of therapeutic exercise, stretching, strengthening, aerobics and acute total joint rehabilitation.

PTA 150 – Pathology for the PTA - 2 credits

Course Description: This course will provide students with the basic knowledge of diseases of the human body. Emphasis will be put on the description, etiology, clinical manifestations, treatment, prognosis and prevention of pathology. The primary focus will be the implications that each pathology has on physical therapy treatments.

PTA 216 – Applications in Therapeutic Exercise – 2 credits

Course Description: This course will include application of the theory and technique of basic therapeutic exercises and equipment used for the treatment of musculoskeletal and neurologic disorders.

PTA 220 - Musculoskeletal Disorders and Treatment - 4 credits

Course Description: This course will consist of classroom and laboratory instruction on the management of common musculoskeletal disorders with emphasis on physical therapy treatment protocols. This course will also include a review of basic assessment and treatment procedures.

PTA 228 - Neuroanatomy and Neurological Dysfunction - 3 credits

Course Description: This course includes classroom instruction on basic neuroanatomy, review of sensory and motor systems, higher cognitive processes, autonomic nervous systems, and adult neurological disorders.

PTA 229 – Human Development and Pediatric Disorders - 1.5 credits

Course Description: This course includes classroom instruction on: embryology, neurodevelopmental sequences, reflexes, critical competencies, pediatric disability and intervention. Students will become familiar with normal and abnormal development. This course will give students an opportunity to interact with children and understand the importance of play.

PTA 231 - Special Topics – 1.5 credits

Course Description: This course will include classroom and laboratory instruction in a variety of topics in practice of physical therapy. Students will be exposed to the following: patient education, business concepts, geriatric management, cardiopulmonary disease processes and PT management, orthotics, and complementary therapies.

SOC 118 – Sociology in Healthcare - 3 credits

Course Description: This course will consist of classroom instruction and discussion on topics such as therapist, patient, family responses to illness and disability, cultural and age related considerations,

death and dying, the grieving process, and appropriate interaction between the PTA and the patient and family.

PTA 241 - Clinical Affiliation I (4 weeks) - 3 credits

Course Description: This course is a clinical practicum learning experience that takes place in a community-based physical therapy setting over a period of four consecutive weeks. It occurs after the completion of the fourth semester of course work. The student attends the clinic setting each day for a full workday. While in the clinic setting, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

PTA 242 - Rehabilitation Procedures - 4 credits

Course Description: This course includes classroom and laboratory instruction on rehabilitation procedures used with patients who have neurologic impairments. The course specifically addresses working with patients with impairments due to CVA, amputations, Multiple Sclerosis, Parkinson's disease, brain tumors, head injury and spinal cord injury.

PTA 245 - Clinical Affiliation II (6 weeks) - 4 credits

Course Description: This course is a clinical practicum learning experience that takes place in a community-based physical therapy setting over a period of six consecutive weeks. It occurs after the completion of the first and second year of coursework and the Clinical Affiliation I. The student attends the clinic setting each day for a full workday. While in the clinic setting, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

PTA 250 - Clinical Affiliation III (6 weeks) – 4 Credits

Course Description: This course is a clinical practicum learning experience that takes place in a community-based physical therapy setting over a period of six consecutive weeks. It occurs after the completion of the first and second year of coursework and Clinical Affiliations I and II. The student attends the clinic setting each day for a full workday. While in the clinic setting, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

1.8 Terms Used in Clinical Education

The following list of terms and abbreviations are used throughout the LATC Physical Therapist Assistant *Clinical Education Handbook*, in the forms and contracts used for the clinical education experiences and in the program of study/curriculum.

- A. **Coordinator of Clinical Education (CCE)** - An individual, employed by the educational institution, whose primary concern is related to the student's clinical education in the Physical Therapist Assistant Program's curriculum. The CCE administers the clinical education program and, in association with the academic and clinical faculty, plans and coordinates each student's program of clinical experiences taking into consideration their academic preparation. The CCE also evaluates the student's progress.
- B. **Affiliation Agreement**—A contractual agreement between the educational institution and the clinical education center. The affiliation "agreement" describes the purpose, the relationship that exists between the parties, the respective obligations and responsibilities of the parties and the terms of agreement, modification and termination.
- C. **Center Coordinator of Clinical Education (CCCE)**—The Center Coordinator of Clinical Education is the person at each clinical education center who arranges for the clinical education experience of the PTA student. The CCCE also communicates with the CCE and other faculty at the educational institution. The CCCE may or may not have other responsibilities at the clinical education center.
- D. **Clinical Education**—The portion of a PTA student's professional education that involves the practice and application of classroom knowledge and skills to on-the-job responsibilities is called clinical education. These educational opportunities occur at a variety of centers and include experiences in evaluation and patient care, administration, research, teaching and supervision. This is a participatory experience with limited time spent in observation.
- E. **Clinical Facility**—A health care agency, or other setting, where learning opportunities and guidance in clinical education are provided for PTA students is called a clinical facility. A clinical education center/facility may be a hospital, agency, clinic, office, school or home that is affiliated with one or more educational programs through a contractual agreement.
- F. **Clinical Education Experience/Clinical Rotation/Clinical Internship**—A specific unit within the total clinical education portion of the PTA curriculum is called a clinical education experience/rotation/assignment/experience. It is provided in a clinical education center/facility. The student is evaluated on their performance during this experience.
- G. **Clinical Instructor (CI)**—A person who is responsible for the direct instruction and supervision of the PTA student in the clinical education setting is called a clinical instructor.
- H. **Consortium**—Any association, partnership, union or group which has banded together under mutual agreement.
- I. **Educational Institution/Lake Area Technical College**—The academic setting in which the Physical Therapist Assistant Program is located.

SECTION 2: RIGHTS AND RESPONSIBILITIES IN CLINICAL EDUCATION

2.1 Introduction to Rights and Responsibilities

The sections that follow will delineate the rights and responsibilities of the physical therapist assistant student, the clinical education site, the clinical education faculty and the CCE for the clinical education experiences that are required by the LATC Physical Therapist Assistant Program.

2.1.1 Letter of Agreement Between Lake Area Technical College and the Facility

The Letter of Agreement between LATC and the facilities that participate in clinical education delineates the rights and responsibilities of Lake Area Technical College (LATC) Physical Therapist Assistant Program, the facility and the student.

On behalf of Lake Area Technical College, the LATC Letter of Agreement is reviewed and signed by the Lake Area Technical College Vice President. At each facility, the Agreement is reviewed and signed by the director of physical therapy and/or the administrator.

Individual facility-generated contracts/addendums to the LATC PTA Program Agreement are reviewed by the CCE and appropriate legal advisors. After the contract has met the approval of both the CCE and legal advisors, it is sent to requested individuals for signatures. The facility and the LATC Physical Therapist Assistant Program keep copies of active contracts/agreements on file.

2.2 Student Rights and Responsibilities in Clinical Education

2.2.1 Immunizations, Certifications and Health Risks

Students are required to provide current proof of immunization prior to participating in any clinical education experience. LATC PTA Program requires students provide annual of a negative TB test (2 step), QuantiFERON-TB Gold Plus blood test or follow-up documentation from a physician, if the test was positive. The student must provide documentation of two MMR's, a complete Hepatitis B immunization series or provide written declination, health care provider documentation of varicella (chicken pox), titer (blood test) or 2 shots of the vaccination, and an influenza vaccination. Students are responsible for obtaining and paying for those immunizations or titers required by the site in which they are placed for clinical internships. Information about immunizations will be included in the student information packet that is provided to the clinical affiliation site.

While enrolled in the LATC PTA Program, all students must obtain their certification in BLS for Healthcare Providers (CPR & AED). A BLS for Healthcare Providers certification is valid for two years. It is the student's responsibility to make sure that their certification is valid prior to and through the entirety of each clinical education experience. Validation of student certification will be included in the student information packet that is provided to the clinical affiliation site.

During orientation procedures at the clinical education experiences, the PTA students may have an opportunity to participate in infection control and safety procedures provided by the center/facility. During their curricular course of study, students are required to participate in HIPAA and Blood Borne Pathogen training and testing. A certificate of successful completion of HIPAA

training and Blood Borne Pathogen training is sent in the student information packet that is provided to the clinical affiliation site.

Healthcare settings where clinical affiliations are completed will come with risks. Students should be aware that safety protocols may not mitigate all risks – including exposure to communicable disease, workplace injury, natural disaster, or workplace violence.

2.2.2 Criminal Background Check and Drug Testing

Students are not required to demonstrate Criminal Background Clearance prior to their initial enrollment into the LATC PTA Program. Students will be required to provide Criminal Background Checks before attending clinicals, which will include: (1) County Criminal Record Search, (2) National Criminal Database Search, (3) ID Search plus Report (SS Trace), and (4) Federal Criminal Search. It is the students' responsibility to share the results of their criminal background checks with their clinical sites when requested.

Drug tests are not required prior to admission to the LATC PTA Program. It is the student's responsibility to know whether drug testing is a requirement of the clinical education placement site and to follow up with a drug test in compliance with the expectations of those sites requiring a drug test.

2.2.3 Health and Professional Liability Insurance

PTA students are not required to have health insurance by LATC policy. The student is accountable for payment of personal medical expenses as a result of illness or injury during the course of clinical education.

Physical Therapist Assistant students are required to purchase liability insurance prior to any clinical education experience. The PTA Program will secure the insurance policy. Students will be assessed a program fee that will be charged on their tuition and fee statement. The student's liability insurance is available through HPSO. The policy provides for general liability limits of \$1,000,000 for each incident and maximum coverage of \$3,000,000. This insurance will cover work while the insured is a student at LATC, but not after graduation.

2.2.4 Disability Services

It is the policy of Lake Area Technical College, in accordance with Section 504 of The Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, that no qualified person shall, solely by reason of disability, be denied access to educational programs.

Any PTA student who requires accommodations will need to work with the Disability Coordinator to create a plan for the educational program. The PTA Program faculty will make the necessary accommodations for students with disabilities only after they have created a plan with the Disability Coordinator.

If a student has disclosed a disability, the student and the CCE will discuss any accommodations that may need to be made in the clinic. It will be the responsibility of the student to disclose their disability to the clinic facility so that accommodations can be made. All clinical education facilities

have agreed to make reasonable accommodations according to the Agreement between LATC and the center/facility.

2.2.5 Learning Objectives and Biographical Information

The student is responsible for creating three to five learning objectives for each clinical education experience. The learning objectives should be based upon areas that the student feels they need improvement or further exposure based upon didactic or previous clinical education experiences. The student also will provide a short biography for each clinical experience. The student prepares this information on a Student Biographical Information and Objectives Form for each clinical education experience/site. By completing the Student Biographical Information and Objectives Form and giving it to the CCE, the student is giving their consent to release the information to the facility/center where the full-time clinical education experience will occur. (A sample of the Student Biographical Information and Objectives Form can be found in Appendix B.)

The CCE will meet with the student prior to the clinical education experience as needed to provide feedback and guidance on the student's objectives. The student is responsible for meeting with their clinical instructor during the first two days of that particular rotation to discuss the learning objectives.

2.2.6 Professional Conduct and Expectations

The American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant has been adopted as the Code of Ethics for LATC PTA Program. Therefore, all students are required to abide by this Code. Breaches of either the Code of Ethics or confidentiality are considered grounds for academic misconduct and may lead to dismissal from the program as outlined in the program student handbook. Clinicians may refer to Appendix C for a copy of the standards.

The LATC PTA Program faculty has the following expectations for each of the PTA students.

- A. The **student** is responsible for making each clinical experience a success.
- B. Remember a student can **always** learn something even if it wasn't what was expected.
- C. Different students will have different personal and educational experiences at the same facility.
- D. Students are expected to apply their academic knowledge to the best of their individual abilities.
- E. The student is not expected to know everything; **ask many questions!** Students should not ask their CI's general questions, such as, "What do I do with this patient?" The student should develop ideas on their own and talk with the CI about whether or not these ideas offer the best course of treatment.
- F. Students should prepare for patient interactions by reviewing the patient's chart. Student review of textbook information may be necessary to provide the best possible care. A student should talk to their CI about each patient's plan of care so that the student and CI are clear about what the intervention is, what has been done and what is planned for the future. It is usually best to discuss the patient's treatment in advance.
- G. It is the student's responsibility to ask for their performance feedback if it is not given routinely by the CI.
- H. **No one** is perfect; there is always room for improvement.
- I. The student is expected to take advantage of "free" time by observing, assisting other therapists and "picking their brains" for additional information.

- J. A student should remember that their conduct in these clinical settings will be noted when recommendations are sought for employment
- K. Students should give constructive feedback to their CI regarding the CI's ability/ assistance in meeting the educational goals of the student.
- L. It is the student's responsibility to contact the CCE if there are any issues that cannot be discussed or resolved with the CI after getting the CCCE to intervene on their behalf.
- M. The student's behavior is a reflection on the LATC PTA Program. As a future graduate, it is hoped that the student would not want to tarnish their reputation or that of the LATC PTA Program.

2.2.7 Attendance

Attendance during clinical education is mandatory. Excused absences are permitted **only** for illness, death in the family, emergencies, or special circumstances with prior approval of the clinical supervisor and the CCE and/or faculty.

2.2.7.1 Obtaining an Excused Absence for an Unplanned Event

To obtain an excused absence for illness, a death in the family, or an emergency during a clinical, the student must contact their clinical instructor before the absence or, in the case of illness, prior to the start of the working day. The student must inform the LATC PTA Program in the same working day.

2.2.7.2 Obtaining an Excused Absence for a Planned Event

To obtain approval for an excused absence for a special circumstance during the clinical affiliation, the student must present a written request for absence to the Program Chair and the CCE. After reviewal, the faculty will provide approval or denial of the absence with a plan for completion of hours missed.

2.2.7.3 Required Clinical Make-up Time

If a student misses clinical days or other amounts of time during a clinical education experience due to inclement weather or other unforeseen events, the student must inform the CCE. The student should have a back-up plan for staying in the town of the clinical facility during the winter months in case the weather changes unexpectedly. The student is required to make up the clinical hours with a plan approved by the clinical facility and the CCE. If continued attendance at the clinical facility is not possible, the student will be given alternate activities to ensure that the credit hours for the course are completed.

Students are expected to attend clinical experiences as arranged by the CCE. Students on clinical assignments will be expected to be present at the facility during evening hours, weekends and holidays if scheduled to do so by the facility. Students should plan to work the holidays unless notified otherwise by their CI. Students will not ask for holidays or personal days off. Students will schedule their time around clinic hours, not vice versa. Excessive absences may result in a continuation of the clinical affiliation or a failure of the affiliation.

2.2.8 Dress code for Clinical Assignments

The LATC PTA Program student should be dressed in a professional, coordinated and conservative manner for clinical experiences. Attire should be nonrestrictive, allowing for ease of movement. ***Students are reminded that they are representing themselves, the profession, and the LATC PTA Program.*** The following chart should be used as a dress code guideline for student clinical education experiences. Students will follow department guidelines during clinic placement; however, in the event that department and clinic specific guidelines conflict, the student should modify their attire to match clinic guidelines.

Dress Code Lake Area Technical College PTA Program Clinical Education Experiences		
Working Attire	Acceptable	Unacceptable
Pants/ Skirts or dresses	Pants: <ul style="list-style-type: none"> • Khakis • Chinos • Wool Blend • Linen • Cotton • Twill • Corduroy • Knit Skirts/Dresses: <ul style="list-style-type: none"> • May not be appropriate for environments with more movement and physical patient contact (ie: high patient transfer environments such as rehab and inpatient environments). 	Fabrics: <ul style="list-style-type: none"> • Leather Pants: <ul style="list-style-type: none"> • Jeans • Spandex/stretch • Sweat or jogging • Bib overalls • Shorts • Capris • Carpenter pants • Pants that are too loose at the waist/too low riding at the hips and reveal undergarments or skin when squatting down Skirts/Dresses: <ul style="list-style-type: none"> • Spaghetti straps • Shorter than knee length
Shirts/Blouses/ Sweaters	<ul style="list-style-type: none"> • Long-or short-sleeved blouses • Dress shirts with or without ties • Long or short sleeved sweaters, cardigans, vests • Long or short sleeved shirts (such as Polo shirts, Turtlenecks) • Appropriate, modest neckline with midriff and back coverage. • Neat, clean, conservative, practical, dignified, safe, and appropriate for duties. 	Fabrics: <ul style="list-style-type: none"> • Lace • Sheer • Leather Shirts: <ul style="list-style-type: none"> • T-shirts with logos and designs • Tank tops • Camisoles • Sweatshirts • Spaghetti Straps • Shirts that reveal back, midriff, or cleavage when reaching or bending • Form fitting/immodest shirts

Undergarments	<ul style="list-style-type: none"> Discrete and modest 	<ul style="list-style-type: none"> Bright and/or noticeable colors, patterns or lines Undergarments should not be visible when bending or reaching
Foot Attire	<ul style="list-style-type: none"> Socks or Stockings required Clean Leather/leather-like shoes or boots (Casual dress shoes, Flats) Closed toed Athletic shoes may be appropriate, depending upon environment. 	<ul style="list-style-type: none"> Colored Emblems Heels Hiking boots Crocs
Accessories	<ul style="list-style-type: none"> Watch Appropriate and conservative jewelry 	<ul style="list-style-type: none"> Visible body piercing (tongue, nose, eyebrow, etc.), with exception of ear piercing. Earrings should not extend beyond border of ear. No more than 1 set of earrings per ear in most environments. Tattoos must be covered during clinic hours.
Grooming	<ul style="list-style-type: none"> Clean and Neat Hair neatly cut, styled, worn safely (pulled back) during patient care. Facial hair should be neatly trimmed. No perfumes or colognes (patient allergies, potential for patient seizures, patient heightened olfactory senses when ill). Nails – trimmed, clean, and well groomed; conservative nail polish. 	<ul style="list-style-type: none"> Artificial nails Discernable body odor Visibly dirty/oily hair
Swim Wear	<ul style="list-style-type: none"> One-piece swim suit; may choose “board” or other shorts and/or tasteful, plain t-shirt to wear over the swim suit for added professionalism (females) Boxer-type swim suit; may choose tasteful, plain, t-shirt for added professionalism (males) 	<ul style="list-style-type: none"> Immodest swimwear
Name Tags	<ul style="list-style-type: none"> Worn at all times Worn on upper torso or on lanyard 	<ul style="list-style-type: none"> Damaged or peeling

2.2.9 Student Self-Assessment and Appraisal of the CI/Clinical Education Site

Students are required to self-assess and complete the *Clinical Performance Instrument (CPI)* prior to the midterm and final evaluation meetings with their clinical instructor (CI). The self-assessment is a way to promote professional growth and development for the student and communication skills between the student and the CI. Students are required to complete online training to use the online version of the CPI (PT CPI Web). This training is available through the APTA Web site. Online training is provided at no cost to students and only needs to be completed once.

If a formal midterm evaluation with the CI is not completed, it is the responsibility of the student to request one. After making the request, if a formal midterm evaluation still is not completed, it is the responsibility of the student to contact the CCE.

Students are required to send weekly journals (weekly planning form) via email during each clinical experience. Both student and CI midterm and final assessment results of the CPI will be available to the CCE online after both student and CI have “signed off” on the evaluation. Students are responsible for returning the *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form at the end of each experience.

2.2.10 Situations that Require Student Action

If a problem develops during a clinical rotation, the student is to discuss the situation with their CI first. If the problem is not resolved and the CI is unable to help, the student should then discuss the situation with the CCCE. The CCE may be contacted once the situation has been discussed with the CCCE. If the CCCE is the CI, the student may contact the CCE directly.

Students and clinical instructors can contact the CCE at Lake Area Technical College at (605) 882-5284. The home phone number of the CCE is given to the students as a courtesy, should the matter of concern require a private conversation. In such an event, students can make a call to the CCE; the call needs to be made before 10 p.m. In the event that the CCE is away doing site visits, a message can be left at the Physical Therapist Assistant Department with another faculty member and the CCE will return the call within 24 hours.

2.2.11 Supervision

Students must be supervised by a licensed physical therapist, and/or a licensed physical therapist assistant; and one of these must be physically on the premises (on-site) at all times when a LATC physical therapist assistant student is providing patient care. Direct supervision, as defined by the American Physical Therapy Association (HOD 06-00-15-26), is the preferred type of supervision for LATC PTA students. Direct supervision is defined by the physical therapist being physically present and immediately available for direction and supervision. The direction and supervision does not have to be continuous throughout the time the student is with the patient. The PT or PTA should have direct contact with the patient during each visit. Telecommunications do not meet the requirement of direct supervision.

2.2.12 Consent

Students are required to obtain patient's/client's informed consent regarding assessment procedures and interventions that would be completed by the students. This consent does not need to be written. Students should introduce themselves as “students” from Lake Area Technical College Physical Therapist Assistant Program. Patients/clients must be allowed to refuse to be seen by a PTA student.

2.2.13 Travel Arrangements and Expenses

Students are responsible for arranging their own transportation to the various clinical education sites and for the costs associated with this travel. Housing arrangements/cost and the cost of living (food, gas, etc.) during clinical affiliations are the responsibility of the student.

2.3 Site and Clinical Education Faculty Rights and Responsibilities in Clinical Education

2.3.1 Evaluation of Clinical Education Experience

For the evaluation procedures for clinical education experiences, see Section 4: Evaluation of Clinical Education Experiences. Clinical Instructors and CCCEs are required to complete online training to use the online version of the CPI (PTA CPI Web). This training is available through the APTA Web site. Continuing education credits are offered for the completion of this training. Online training is provided at no cost to CIs/CCCEs and only needs to be completed once.

2.3.2 Situations that Require CI or CCCE Action

If a red flag item or a significant concern box is checked on the *Clinical Performance Instrument*, it is the responsibility of the CI/CCCE to contact the CCE

If a problem or concern develops during a clinical rotation, it is the responsibility of the CI to inform the student in a timely manner, both verbally and in writing, about areas improvement and objectives which facilitate improvement. The student will be given appropriate timelines to meet levels of expectation. The CI should document how the situation is resolved.

Should the objectives for improvement not be met in the specified time frame, the CI should document this with specific examples and contact the CCE immediately. If the CCE is not available, the CI should speak with the program director. Should the CCE or the program director be unavailable, the call will be directed to the Dean of Academics. Any call relating to this type of situation will be returned within 24 hours and a site visit will be scheduled.

2.3.3 Supervision of PTA students

PTA students may not practice in the capacity of a licensed physical therapist assistant. **PTA students must have on-site supervision available by a licensed physical therapist or physical therapist assistant with at least one year of clinical experience at all times during clinical education experiences when the students are providing patient care.** Direct supervision, as defined by the American Physical Therapy Association (HOD 06-00-18-30), is the preferred type of supervision for LATC PTA students. Direct supervision is defined by the physical therapist or physical therapist assistant being physically present and immediately available for direction and supervision. The direction and supervision does not have to be continuous throughout the time the student is with the patient. The PT or PTA have direct contact with the patient during each visit. Telecommunications do not meet the requirement of direct supervision.

It is the clinical instructor's responsibility to ensure that adequate supervision is available for the student at all times during the clinical education affiliation. Clear delineation of supervision is necessary when a primary CI is unavailable.

2.3.4 Attendance

Attendance during clinical education is mandatory. Excused absences are permitted **only** for illness, death in the family, emergencies, or special circumstances with prior approval of the clinical supervisor and the CCE and/or faculty. In the case of an illness or other emergency the student and CI must inform the CCE of the absence. The CCE will work with the CI and student to determine if the student will need to make up the missed clinical time.

In the case of an excused absence for a special circumstance, the CCE will contact the CI to determine if the student can be excused and determine how the student will make up the missed clinical hours. The CI should not approve any excused absences for special circumstances without first contacting the CCE to determine if the student followed the appropriate steps in requesting approval for the absence. Please refer to Section 2.2.7 for additional details on student attendance and excused absences.

If a student misses clinical days or other amounts of time during a clinical education experience due to inclement weather, the student and CI must inform the CCE. The student is required to make up the clinical hours with a plan approved by the clinical facility and the CCE.

2.3.5 Weekend or Holiday Assignment

It is the responsibility of the clinical instructor to create assignments involving the physical therapist assistant student's clinical education experience while the student is at the center/facility. Should the CI feel that it is educationally beneficial for the student to be assigned to work on a weekend or during a holiday; the CI must notify the student in advance.

2.3.6 Educational Opportunities

The observation of any surgical procedure that may be available and that would be beneficial to the student's professional development is encouraged. Observation and working with other healthcare providers is also encouraged to improve interprofessional understanding and cooperation.

2.3.7 Communication Prior to the Clinical Education Experience

The names of the students are sent to the center/facility prior to the clinical education experience. Students are responsible for creating three to five learning objectives for each of their clinical rotations and have the opportunity to meet with the CCE individually prior to the clinical education experience for feedback on the objectives. The students provide the CCE with a copy of their learning objectives as well as other biographical information, which is sent to the facilities prior to the arrival of the students.

Clinical instructors also are provided with the student performance evaluation tool (see Section 4) prior to the students' arrival and the CCE's telephone/site visit schedule one to two weeks in advance.

2.3.8 Communication During the Clinical Education Experience

The CI is encouraged to give the student frequent feedback about their performance throughout the clinical education experience. This type of communication can be verbal or written, and it should be given in a timely manner when problem situations arise. The CI is encouraged to meet with the student within the first two days, to discuss the learning objectives created by the student and any other expectations the CI might have.

The CI is responsible for providing formal feedback, both verbally and in writing, based upon the *Clinical Performance Instrument (CPI)* at midterm and final evaluation periods. The CI and student should discuss the goals of the experience, student strengths, areas of improvement and areas that need further improvement. The CCE will have access to midterm evaluations after both student and CI have "signed off" on the assessment.

Should a problem or concern arise, the CI should follow the procedures outlined in 2.3.2 (Situations That Require CI or CCE Action) and in Section 5: Evaluation of Clinical Education Experiences.

2.3.9 Communication after the Clinical Education Experience

The CI will mail the following items to the CCE immediately following the end of a clinical rotation. These items must be received **within one week**. If the student is returning to the school immediately after the end of the clinical rotation, the forms can be sent with the student in a sealed envelope with the CI's signature across the seal. Grades cannot be assigned for the clinical experience until the items listed below are received.

- A. The *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form, with both CI and student signatures, is required. The form needs to be signed in black ink and sent to the CCE. The facility and the student can photocopy the original and keep the copies.

The CPI is completed online. After the CI and student have "signed off" on this assessment, the CCE will be able to access the records for grading purposes. It is not necessary for CIs using the online CPI to send a paper copy to the CCE.

2.3.10 Journal Article Requests

The CCCEs/CIs are encouraged to discuss the evidence for physical therapy practice with the students. The CCCEs/CIs can ask for help from the students to search various databases for evidence and request journal article delivery through the LATC Timmerman Library.

2.3.11 Self-Assessment

The *Guidelines and Self-Assessments for Clinical Education* document is available for APTA members at the following website:

<https://www.apta.org/for-educators/assessments>

Included in the document are guidelines for clinical education specific to sites, clinical instructors and center coordinators of clinical education. This document also provides the materials necessary for the site, CI, and CCCE to complete a self-assessment for the purpose of enhancing the development and growth of the site, the clinical education, and the student's clinical education experiences. It is strongly recommended that each facility use this document; however, the completed forms are not required to be submitted to the CCE.

Following the clinical internship, the CCE will send a self-assessment to clinical instructors. Clinical instructors are asked to return this self-assessment to the LATC PTA Program.

2.4 CCE Rights and Responsibilities for Clinical Education

If the LATC Physical Therapist Assistant Program's CCE is, at any time, unable to fulfill the obligations of the CCE, an alternate faculty member will be assigned to act, temporarily, in matters regarding clinical education.

2.4.1 Communication Prior to the Clinical Education Experience

It is the responsibility of the CCE to make sure that the Affiliation Agreement with the clinical education center/facility is current, that it is signed properly and that copies are forwarded to the

facilities with the original on file in the Physical Therapist Assistant Program. Throughout the year, it is the CCE's responsibility to develop new center or facility relationships.

In March the CCE must send out commitment forms to the clinical education centers/facilities so that preparations can be made for the clinical rotation schedules that will be completed in the following calendar year.

Approximately two to four weeks before the start of the clinical experience, the CCE must give each selected site the following materials:

- A. The name(s) of the student(s) who will be assigned to their center/facility;
- B. The biographical sketch/objectives for each student assigned to their center/facility;
- C. The immunization and other records required by the center/facility (released with consent by the students), and
- D. The *LATC PTA Program Clinical Education Handbook* which contains the policies and procedures, evaluation forms and course syllabi with goals and objectives for the clinical experiences.

It is the responsibility of the CCE to be available to meet with each student prior to the start of each clinical rotation in order to discuss and develop individual educational objectives. In addition, the CCE will meet with the students in a group setting to discuss the objectives and expectations of the clinical education experience as outlined in the course syllabus.

Approximately two weeks before the start of the clinical experience or during the first two weeks of the experience, the CCE must schedule a site/phone visit with each selected center/facility. However, it is the responsibility of the CI or CCCE to let the CCE know, as soon as possible, if the site/phone visit needs to be rescheduled. Although the CCE makes many site/phone visits during each clinical experience, every effort will be made to reschedule the appointment if possible.

In addition, it is the responsibility of the CCE to inform each student of the center/facility site/phone visit.

2.4.2 Communication during the Clinical Education Experience

It is the responsibility of the CCE or another assigned faculty member to conduct a site or telephone visit with each clinical education center/facility while the student is doing their affiliation. A typical site visit includes:

- A. An opportunity to meet together with the student, the CI and the CCCE to discuss the student's progress,
- B. An opportunity to meet separately with the student, the CI and the CCCE to discuss the student's progress, problems or other issues,
- C. An opportunity to tour the center/facility if the CCE/faculty member has not seen it before, and
- D. An opportunity to meet with the department director.

A typical phone visit includes an opportunity to talk individually with the student, the CI and the CCCE. If possible, the environment for the phone visit should be private.

2.4.3 CCE Responsibilities for Evaluation of the Clinical Education Process

It is the responsibility of the CCE to analyze the quality and quantity of clinical education sites and experiences annually. This is done by reviewing the documentation collected during the site/telephone visits, the *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form, the *Clinical Performance Instrument (CPI)*, and other assessments completed after the clinical education experiences.

2.5 Overview of Communication between the CCE, Clinical Faculty, Academic Faculty and Students

2.5.1 Clinical Education Internship Scheduling and Communication Prior to the Clinical Experience

- A. The CCE mails commitment forms to the facilities in March as recommended by the APTA. The commitment form specifies rotation times for the upcoming calendar year.
- B. The CCCE returns the commitment form within two months indicating the availability of the facility to accommodate students.
- C. Site placement occurs in April/May for the Year I students for PTA 241 Clinical Affiliation I, which occurs in the fall of the second year.
- D. Site placement occurs in April for PTA 245 Clinical Affiliation II and PTA 250 Clinical Affiliation III which occur during the following calendar year in the spring semester of the second year of the program.
- E. The students acknowledge their clinical education site selections by signing a placement agreement form that is returned to the CCE prior to notifying the center/facility
- F. Facilities assigned students acknowledge the assignment of the student by returning a signed placement agreement form to the CCE indicating acceptance.
- G. Facilities are encouraged to contact the CCE at any time should changes in its personnel, operations or policies affect clinical education assignments and operations.
- H. The student will be responsible for completing a biographical information form that will be forwarded to the facility by the CCE with consent of the student. This information form contains the learning objectives created by the student. The Student Biographical Information and Objectives Form is found in Appendix B.
- I. The CCE will be available to meet with the students individually prior to the clinical education experience to discuss the students' individual learning objectives. The CCE will also meet with the students as a group to discuss the objectives and expectations of clinical education experiences as outlined in the syllabi.
- J. The CCE will send the clinical education forms and other pertinent information out to the sites a minimum of two to four weeks prior to the scheduled clinical education experiences.
- K. Students are encouraged to contact the CCCE or CI at their assigned clinical sites prior to the start of the scheduled clinical education experience.

2.5.2 Communication during Clinical Experiences

- A. The CCE will plan either a site visit or phone call during the clinical experience. The student and clinical education site will be notified of this date and time prior to or during the clinical experience.
- B. Clinical instructors and students should communicate goals, expectations and feedback on a frequent basis.

- C. In the event that a concern develops during a clinical experience, the CI is expected to discuss the concern with the student on a timely basis. If the concern is not resolved after the CI provided sufficient feedback and methods of improvement, the CI should contact the CCE immediately. If the CCE is not available, the CI should ask to speak to the PTA Program Director. All calls will be responded to within 24 hours.
- D. In the event that a student has a concern during a clinical experience, they should discuss the concern with the CI. If the concern is not resolved after discussion with the CI, the student should contact the CCCE. If the concern is still not resolved after discussion with the CCCE, the student should contact the CCE at that time.
- E. Generally, the evaluation data from previous clinical education experiences is confidential. However, if a student has failed an experience or habitually received red flags on the *CPI*, the CCE, if appropriate, may choose to reveal this information to future CI's through direct learning objectives for the student and their clinical education experience.

2.5.3 Communication Following Clinical Experiences

- A. Within one week from the end of a clinical experience, the CI must mail to the CCE the *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form. If the student is returning to the school immediately after the end of the clinical rotation, the forms can be sent with the student in a sealed envelope with the CI's signature across the seal.
- B. The *CPI* will be available to the CCE when both student and CI "sign off" on the assessment.
- C. The *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form signed in black ink by both the CI and the student must be sent to the CCE. The facility and the student may keep a copy.
- D. The clinical education experience will not be considered complete and grades cannot be assigned until these forms are received by the CCE.

SECTION 3: CLINICAL EDUCATION EXPERIENCES

3.1 Purpose

The purpose of clinical education is to provide clinical experiences that allow for the application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As an integral part of the overall curriculum, it is imperative that clinical education opportunities reflect the mission and philosophy of the LATC Physical Therapy Assistant Program. Although each student will have a variety of clinical education experiences, the overall emphasis will be directed toward the development of a graduate who is prepared as a clinical generalist.

3.2 Curriculum

The physical therapist assistant students enrolled participate in three clinical education experiences during the 20-month curriculum. The LATC PTA Program strives to provide students with a comprehensive education that will allow students to be integral members of the healthcare team. Because of this, students may not select to participate in rotations of the same type (orthopedic/sports medicine, pediatric, rehabilitation, rural general, etc.) during the clinical education courses.

At Lake Area Technical College, the Physical Therapist Assistant Program's clinical education curriculum is comprised for the following courses, credit hours and contact hours:

Full-time Clinical Education Outline

Term		Course	Course Title	Credit Hours	Contact Hours
IV	Fall	PTA 241	Clinical Education I	3	180
V	Spring	PTA 245	Clinical Education II	4	240
V	Spring	PTA 250	Clinical Education III	4	240
			Totals	11	660

3.3 Clinical Educational Syllabi

Prior to the clinical education experiences, the CCE meets with the student to review the course syllabi. The course syllabi for PTA 241 Clinical Education I, PTA 245 Clinical Education II, and PTA 250 Clinical Education III, include the objectives, requirements, expectations and grading procedures for each experience. Current copies of these syllabi can be found in Appendix D.

SECTION 4: EVALUATION OF CLINICAL EDUCATION EXPERIENCES

4.1 Introduction to *Physical Therapist Assistant Clinical Performance Instrument (CPI)*

The *Physical Therapist Assistant Clinical Performance Instrument (CPI)* was developed by the Task Force on Student Clinical Performance Instruments as charged by the American Physical Therapy Association (APTA) Board of Directors in March, 1994. The *CPI* was approved for use in 1998. In July 2010, a revised version of the *CPI* was made available for online use. In every possible instance, the online *CPI* version will be used for student assessment.

The student is assessed based upon performance criteria. In the aggregate, these items describe all essential aspects of professional practice for a PTA clinician performing at entry-level. The student and clinical instructor (CI) should be familiar with the use of the *CPI*. If the CI has any questions on the use of the *Clinical Performance Instrument*, they can contact the CCE by phone at (605) 882-5284. Clinical instructors need to assess the student's performance, complete the *CPI* at midterm and final evaluation periods, and meet with the student at given times to discuss the student's assessment and progress. *CPI* scores and comments (both CI assessment of student and student self-assessment) will be accessible to the CCE at midterm and final after the CI and the student have "signed off" on the assessment. It is not necessary to provide a paper copy of a *CPI* completed online. Results from the *CPI* will be used by the CCE in determining the overall grade for the student in the clinical education experience.

4.2 Student Performance Evaluations

Student performance evaluations will be completed by the clinical instructor at midterm and, again, at the completion of each full-time experience. The tool used to evaluate the performance of the student is the *CPI*. Refer to Section 4.1 on the use of the *CPI*. If any red flag items or significant

concerns boxes are checked on the *CPI*, it is the responsibility of the CI/CCCE to contact the CCE (refer to Section 2.3.2).

Performance evaluations can provide crucial information to the academic faculty. The evaluations will be used as a basis for student counseling and guidance, for evaluating student progress and for providing a mechanism for valuable feedback regarding the academic curriculum content and teaching effectiveness.

The CI assumes responsibility for conducting the student performance evaluations in a manner that is educational and constructive. The approach should promote student self-assessment as part of the performance evaluation process. In order to provide a valuable evaluation, the clinical instructor should:

- A. Become familiar with the *Clinical Performance Instrument* and guidelines (complete online training);
- B. Be aware that the CI and the student need to "sign off" on the *CPI*
- C. Sign all handwritten/paper evaluation forms as an indication that the review was completed;
- D. Use the "comments" section to augment clarification of student performance;
- E. Know that the student fills out their own *CPI* and brings it to the midterm and final evaluation meetings to see how their self-assessment compares to the CI's;
- F. Notify the CCE if the student is not meeting the expectations or guidelines of the CI or the *CPI*, so that a site visit can be arranged (see Sections 2.3.2);
- G. Know that the student is responsible for contacting the CCE if any special concerns arise; and
- I. Provide feedback to the academic faculty on the total curriculum or any aspect of student preparation.

4.3 Student Evaluation of Clinical Education Experience

A formal midterm evaluation meeting with both student and CI should be completed. Students who have not received formal feedback by means of reviewing the *CPI* at midterm should request a meeting with the CI. If the formal midterm evaluation is not completed after the student made the request, it is the responsibility of the student to contact the CCE. The student also is responsible for contacting the CCE in the event that any special needs or concerns arise during the clinical education experience; the CCE or other faculty member will do a site visit if indicated.

The student is required to complete the *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form for each of their experiences. The student should review the Form with the CI, and both should sign and date it **using black ink**. The *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form should be returned to the CCE after it is completed. A sample of the *Physical Therapist Assistant Student Evaluation: Clinical Experience & Clinical Instruction* form is sent to clinical facilities prior to clinical education experiences and is available upon request.

4.4 Grading of Clinical Education Experiences

The grading policy for the three clinical education experiences is based upon the student's performance in the clinical setting and the education objectives set by the Coordinator of Clinical Education (CCE) at the LATC Physical Therapist Assistant Program. The final grade will be assigned by the CCE. See Syllabi in Appendix D, for additional details.

Failure to successfully complete a Clinical Education Experience will result in a formal review by the CCE and program director.

SECTION 5: CLINICAL EDUCATION SITE PLACEMENT

5.1 Policies and Procedures for Full-Time Clinical Education Site Placement

The physical therapist assistant student is given a *Clinical Education Handbook* during clinical education orientation, which is held prior to going to Clinical Affiliation I. The student will meet with the CCE to identify interests, learning and communication styles and to discuss previous experiences that the student has had in the field of physical therapy.

Prior to the clinical education placement, the CCE contacts all clinical education sites to secure which sites can accommodate which students during each clinical education experience. The CCE then discusses and reviews the list of sites that are available for each clinical education experience. This list is provided to the students. The CCE encourages student to also gather information about each site from the Clinical Site Information Forms (CSIF), which are made available.

The CSIF is a form designed to collect information from clinical education sites. It is used to determine the learning experiences and opportunities available for clinical education to provide information on the CCCE/CI's and to provide general information about the facility such as housing or meals for students.

5.2 Site Placement

The CCE is responsible for placement of students in the clinical education experiences. The student placement in clinical education is based on the academic and clinical needs of the individual student. Whenever possible the CCE will take into consideration the personal needs of the individual student. Together with the CCE, the student develops clinical education goals and objectives pertaining to the clinical education experiences. The goals and objectives are applied to the clinical education site selection process. The CCE gives final approval in all aspects of site placement. Following this meeting, facility/center is notified of the placement.

During the site selection process, in addition to the academic considerations, students may not select rotations of the same type (orthopedic/sports medicine, pediatric, rehabilitation, rural general, etc.) during the clinical education courses.

The student is also expected to adhere to the following policies and procedures regarding changing sites for clinical education experiences:

- A. After students have been assigned to the various facilities for clinical education experiences, the students sign *Clinical Education Placement Agreement* forms agreeing to their specific rotations. When an extenuating circumstance arises and a student is unable to adhere to the clinical education placement agreement, the student must notify the CCE in writing no later than 60 days in advance of the first day of the clinical education experience. CCE approval must be granted for those changes submitted by students less than 60 days in advance of the first day of the clinical education experience. The CCE is not obligated to change a clinical

rotation after the *Clinical Education Placement Agreement* has been submitted to the participating sites. The responsibility is on the student to honor their agreement.

- B. The CCE can change any clinical education assignments based on academic and clinical performance at any time during the clinical education process. Changes may also occur based on clinical education site cancellations and on availability of clinical education experiences. Clinical sites have cancelled the full-time clinical education experiences from six months to one day prior to the student's arrival. Having a signed *Clinical Education Placement Agreement* form from a facility does not guarantee a rotation at that facility. The CCE will reassign the student to another facility if this type of cancellations occurs.

5.3 Policies and Procedures for Establishing New Clinical Education Sites

Students are permitted to investigate the possibility of initiating affiliations between facilities and the College where current contracts do not exist. The procedure is as follows:

- A. The student makes initial contact with the center coordinator of clinical education (CCCE).
- B. If the CCCE indicates an interest in establishing a clinical rotation for the student, the student will submit, at a Physical Therapist Assistant Meeting, the following items:
 - Name of the facility;
 - Address of the facility;
 - Phone and fax number;
 - The CCCE name;
 - Type of facility;
 - Type of experience(s) available: acute care, rehab/sub/acute care, private practice care, ambulatory care/outpatient care, school/preschool system, extended care/skilled nursing care;
 - Number of physical therapist; and

Why is the site a good addition to the clinical rotations
- C. If the faculty agree that the site would be a good addition to the current clinical education centers/facilities, the CCE contacts the CCCE at the facility by phone. If the CCE and the CCCE agree to proceed with the process, the CCE mails information to the facility, including a *Letter of Agreement* and required forms to be completed and returned.
- D. The process is the same if the CCE or any other academic faculty member wishes to investigate the possibility of initiating affiliations between facilities and the LATC Physical Therapist Assistant Program.
- E. The following criteria are used to determine the acceptability of a new facility/center:
 - Location of the facility;
 - Type of experience offered;
 - Willingness to continue the affiliation on a year-to-year basis;
 - Desire to have students;
 - Affiliations already existing with other physical therapy programs;
 - A student program in place with objectives;
 - Clinical staff possessing the expertise necessary for quality patient care;
 - Clinical staff that maintains ethical standards;
 - Clinical staff that will allow open exchanges of ideas with students;
 - Adequate treatment space for students;
 - Adequate work space for students;
 - CCCE should have at least two years of clinical experience;
 - CI should have at least one year of clinical experience;

- CI must be capable of providing both positive and negative feedback to students; and
- CI must show an interest in professional development as a clinical educator.

Student Memorandum of Agreement

I have read and understood the contents of the LATC PTA Clinical Education Handbook. I agree to abide by the policies and procedures stated in the LATC PTA Clinical Education Handbook.

I will meet with the Coordinator of Clinical Education to discuss the LATC PTA Clinical Education Handbook as needed.

Student's Name (Printed)

Student's Signature

Date

Coordinator of Clinical Education's Signature

Date

CCCE Memorandum of Agreement

I have read and understood the contents of the LATC PTA Clinical Education Handbook. I agree to abide by the policies and procedures stated in the LATC PTA Clinical Education Handbook.

I will meet with the Coordinator of Clinical Education to discuss the LATC PTA Clinical Education Handbook as needed.

Name of facility: _____

CCCE Name (Printed)

CCCE' Signature

Date

Coordinator of Clinical Education's Signature

Date

Appendix A

**LAKE AREA TECHNICAL COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
AFFILIATION AGREEMENT**

This AGREEMENT is made and entered into this _____ day of _____, between LATC, hereafter referred to as the "COLLEGE", and _____ hereafter referred to as the "FACILITY".

WITNESSETH

WHEREAS, the COLLEGE has a curriculum in physical therapist assisting which awards an A.A.S. degree and;

WHEREAS, clinical experience is required as an integral component of the physical therapist assistant curriculum and professional preparation, and;

WHEREAS, the COLLEGE desires the cooperation of the FACILITY and its staff in the development and implementation of the clinical experience and professional preparation of physical therapist assistant students, and;

WHEREAS, FACILITY will benefit from the professional services provided by the physical therapist assistant students of the COLLEGE, and;

WHEREAS, the parties have found it to be in the public interest for the FACILITY to join the COLLEGE in satisfying the curriculum requirements and professional preparation of physical therapist assistant students.

NOW, THEREFORE, the COLLEGE and FACILITY agree to the following terms and conditions for the establishment and operation of a clinical education program.

I. THE COLLEGE AND FACILITY MUTUALLY AGREE THAT:

- A. This agreement shall continue in force and effect from _____ to _____. This agreement may be terminated by either party with at least sixty (60) days notice.
- B. The parties shall pursue the educational objectives for the clinical education experience, devise methods for their implementation and continually evaluate the effectiveness of the clinical experience in meeting the objectives.

- C. The COLLEGE shall have the authority and responsibility for the selection and assignment of students to FACILITY, subject to reasonable approval of the FACILITY. The number of students to be assigned and the days, hours, and duration of the clinical education experiences will be determined by mutual agreement of the FACILITY and COLLEGE.
- D. Both parties agree that the educational experience of the students shall complement the service and educational activities of the Facility; however, it is understood that students shall not be used in lieu of professional or staff personnel and shall be under the supervision of a clinical instructor. In addition, the physical therapist of record is ultimately responsible for all patient care.
- E. Neither party shall receive any pay or remuneration for participation in this program.
- F. FACILITY may request COLLEGE to withdraw from FACILITY's clinical experience training program any student who FACILITY determines is not performing satisfactorily, or who refuses to follow FACILITY's administrative and patient care policies, procedures, rules, and regulations. Such request shall be in writing and must include a statement of the reason or reasons why FACILITY desires to have the student withdrawn. COLLEGE may withdraw a student from the clinical program any time, upon written notice to FACILITY.
- G. Neither party shall discriminate in the assignment of physical therapist assistant students on the basis of race, color, sex, religion, national origin, age, ancestry, sexual orientation, disability, or marital status.
- H. The COLLEGE agrees to indemnify, save harmless, and at the FACILITY's request, defend the FACILITY, its agents, and employees from and against all loss or expense (including cost and attorney fees) resulting from liability imposed by law upon the FACILITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this AGREEMENT and due or claimed to be due to the negligence of the COLLEGE, its agents, employees, or students. The student will carry student professional liability insurance of one million dollars (1,000,000) each incident and three million dollars (3,000,000) aggregate.
- I. The FACILITY agrees to indemnify, save harmless, and at the COLLEGE's request, defend the COLLEGE, its agencies, and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the COLLEGE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this AGREEMENT, and due or claimed to be due to the negligence of the FACILITY, its agents, or employees.
- J. It is understood the COLLEGE AND FACILITY are responsible only for the actions of their respective officers and employees; that, for purposes of this AGREEMENT, students are not employees of FACILITY or COLLEGE, regardless of the nature or extent of the acts performed by them.

II. FACILITY AGREES:

- A. To designate a Center Coordinator of Clinical Education who will be responsible for the planning and implementation of the clinical education experience. The aforementioned individual shall meet the criteria established by the state's legislative and regulatory agency and the AMERICAN PHYSICAL THERAPY ASSOCIATION for the supervision of students in the clinical education setting.
- B. To provide the Center Coordinator of Clinical Education and Clinical Instructor with time to plan and implement the clinical education experience including, when feasible, time to attend relevant meetings and conferences.
- C. To structure the clinical experience as needed to meet the objectives of the clinical education experience and professional preparation of physical therapist assistant students. The FACILITY will attempt to meet the objectives set forth by the COLLEGE within the constraints of the FACILITY's physical environment, patient load, and experience available.
- D. To advise the COLLEGE of any changes in its personnel, operation, or policies which may affect the clinical education experience.
- E. To provide the assigned students, whenever possible with the use of library resources, reference materials, and other specialized learning experience.
- F. To provide the student with access to the FACILITY'S rules, regulations, policies, and procedures with which the student is expected to comply.
- G. To arrange for emergency health care of the student who is injured on the FACILITY's premises, provided that the FACILITY shall have no responsibility for follow-up care, hospitalization, or the cost of any medical services provided to such students including first aid care. Medical and dental costs are the responsibility of the student.
- H. That the FACILITY shall, upon reasonable request, permit COLLEGE and/or appropriate agencies charged with the responsibility of accrediting or approving the physical therapist assistant training program to inspect the clinical facilities, services available for clinical experience, student records, and other materials pertaining to the clinical training program.
- I. To supervise the student and evaluate the performance of the student on a regular basis using the evaluation form provided by the COLLEGE. The COLLEGE is to be notified, by at least midterm, of any serious deficit noted in the assigned student's ability to accomplish the objectives set forth for that clinical experience. (It will then be the mutual responsibility of the assigned student, Coordinator of Clinical Education and Center Coordinator of Clinical Education to devise a plan by which the student may be assisted to achieve the stated objectives.)

- J. To forward a copy of the student's final written evaluation, upon completion of the clinical education experience to be received by the COLLEGE within five (5) working days.
- K. To comply with all stated statutes and regulations applicable to the training of the physical therapist assistant students enrolled in the clinical program.
- L. To maintain in full force and effect, at its sole expense appropriate liability coverage for their facility.

III. THE COLLEGE AGREES:

- A. To assume responsibility for the professional preparation of the physical therapist assistant student and compliance of the curriculum with the education standards set forth by the AMERICAN PHYSICAL THERAPY ASSOCIATION.
- B. To establish and maintain ongoing communication with the Center Coordinator of Clinical Education of the FACILITY on items pertinent to physical therapist assistant education and the clinical education of students enrolled in the COLLEGE. (Such communication might include, but is not limited to, a description of the experience, student biographical information, policies, faculty qualification, etc.) On-site visits will be arranged when feasible or upon request by the FACILITY.
- C. To refer to the FACILITY only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.
- D. To inform the student of the FACILITY's requirements for acceptance when applicable.
- E. To provide the FACILITY written certification concerning the student's health and any immunization against communicable diseases requested by the FACILITY. Such requests shall be transmitted to the COLLEGE on the Clinical Site Information Forms.
- F. Provide current liability coverage for students with limits of not less than one million dollars (1,000,000,000) per occurrence. COLLEGE shall notify FACILITY when any student and/or employee has been involved in an incident involving the Agreement which has been reported to COLLEGE. FACILITY shall be permitted reasonable access to any investigation, reports, or other documentation of the handling of the incident.
- G. To supply the Center Coordinator of Clinical Education with an appropriate evaluation instrument and procedures for completion for each student's clinical education experience. This evaluation will be utilized by the Coordinator of Clinical Education in assessment and assignment of a grade for the clinical affiliation course.

- H. To have the student provide, prior to commencement of the clinical experience, such confidential information as may be required by the FACILITY as deemed necessary for the training and guidance of the students, together with the student’s authorization for release of such information, as required by law.
- I. That the students are not employees of the FACILITY.
- J. To inform the students that they must abide by existing rules and regulations of the FACILITY.
- K. To inform the students that they must be cleared, by a physician, if required by the FACILITY, from an absence caused by injury or illness.
- L. COLLEGE shall, at its students' expense, ensure enrollment of students in a Health Insurance program acceptable to FACILITY or provide student waiver. In the event of an emergency, FACILITY will arrange for emergency care as is provided its employees. The student shall be responsible for any and all charges generated as a result of such care.

SIGNATURES

Lake Area Technical College
 1201 Arrow Avenue
 PO Box 730
 Watertown, SD 57201-0730

Facility

Diane Stiles
 Vice President

Center Coordinator of Clinical Education

Date

Date

**RENEWAL OF AFFILIATION AGREEMENT
BY AND AMONG
LAKE AREA TECHNICAL COLLEGE
AND**

The undersigned do hereby express their desire to keep in effect for one additional year,
_____, an Agreement negotiated between them for the purpose of
furnishing clinical education for the students in the PTA curriculum at Lake Area Technical College.

College

Facility

Coordinator of Clinical Education

Center Coordinator of Clinical Education

Date

Date

Appendix B

LAKE AREA TECHNICAL INSTITUTE
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT BIOGRAPHICAL INFORMATION AND OBJECTIVES FORM

Student's Name:

Current Address:

Email Address:

Permanent Address:

Permanent Phone Number:

In case of an emergency, please contact:

Name

Relationship

Address

Date of Clinical Experience

Clinical Site Name

Location

Area of Interest (at this facility):

Previous physical therapy work/observation experience (brief description):

Preferred learning style (using the Myers-Briggs Personality Descriptions on page 2)

Goals/Learning Objectives for this clinical experience:

- A.
- B.
- C.

<p>ISTJ Serious, quiet, PRACTICAL, orderly, matter of fact, logical, realistic and dependable. Organized, responsible. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>	<p>ISFJ Sympathetic MANAGER OF FACTS AND DETAILS; concerned with peoples' welfare; dependable, painstaking and systematic; stable and conservative. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>	<p>INFJ People-oriented INNOVATOR of ideas; serious, quietly forceful and persevering; concerned with the common good, with helping others develop. Student learns best with clearly outlined expectations for performance. Support the student by recognizing the depth of feeling they have for their work. Student will have more difficulty when there is not open communication about their abilities.</p>	<p>INTJ Logical, critical, decisive INNOVATOR of ideas; serious, intent, highly independent; concerned with organization determining and often stubborn. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>
<p>ISTP Practical ANALYZER; reflective, Quiet, reserved. Usually interested in impersonal principles, cause and effect, or how and why mechanical things work. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>	<p>ISFP Observant, loyal HELPER; realistic, empathic; patient with details, gentle; shuns disagreements; Quietly friendly, sensitive, modest about their abilities. Do not force their opinions upon others. Student learns best with outcome based, short term goals. Reinforce learning by focusing on their behavior and performance. Set high expectations which challenge their skill causing them to know they have really earned the recognition received.</p>	<p>INFP Imaginative, independent HELPER; reflective, inquisitive, empathetic, more interested in possibilities than practicalities. Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Student learns best with clearly outlined expectations for performance. Support the student by recognizing the depth of feeling they have for their work. Student will have more difficulty when there is not open communication about their abilities.</p>	<p>INTP Inquisitive ANALYZER, reflective, independent, curious; interested in organizing ideas. Quiet, reserved, logical. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>
<p>ESTP REALISTIC ADAPTER in world of material things; good natured, tolerant, easy going; oriented to practical, first-hand experience; highly observant of details of things. Student learns best with outcome based, short term goals. Reinforce learning by focusing on their behavior and performance, more than the finished product. Set high expectations which challenge their skill causing them to know they have really earned the recognition received.</p>	<p>ESFP REALISTIC ADAPTER in human relationships; friendly and easy with people, highly observant of their feelings and needs; oriented to practical, first hand experience. Student learns best with outcome based, short term goals. Reinforce learning by focusing on their behavior and performance, more than the finished product. Set high expectations which challenge their skill causing them to know they have really earned the recognition received.</p>	<p>ENFP Warmly enthusiastic PLANNER OF CHANGE; imaginative, individualistic; pursues inspiration with impulsive energy; seeks to understand and inspire others. Student learns best with clearly outlined expectations for performance. Support the student by recognizing the depth of feeling they have for their work. Student will have more difficulty when there is not open communication about their abilities. Evaluate the student for their individual abilities and performance without comparing them to others.</p>	<p>ENTP Inventive, analytical PLANNER OF CHANGE; enthusiastic and independent; pursues inspiration with impulsive energy; seeks to understand and inspire others. Quick, alert and outspoken, Resourceful; solving new and challenging problems; may neglect routine assignments. Student learns best with outcome based, short term goals. Reinforce learning by focusing on their behavior.</p>
<p>ESTJ Fact minded, practical ORGANIZER; aggressive, analytic, systematic; more interested in getting the job done than in people's feelings. Needs orderly, well defined goals. Student learns best with outcome based, short term goals. Reinforce learning by focusing on their behavior.</p>	<p>ESFJ Practical HARMONIZER and worker with people; sociable, orderly, opinioned, conscientious;. Warm hearted, talkative, popular, conscientious, born cooperators, Work best with plenty of encouragement and praise. Provide student with clearly established expectations, long and short term goals and plans for achieving. Give specific measurements of their performance and achievement. Student will thrive most with clear specific feedback.</p>	<p>ENFJ Practical HARMONIZER and worker with people; sociable, expressive, orderly, opinioned, conscientious; curious about new ideas and possibilities. Student learns best with clearly outlined expectations for performance. Support the student by recognizing the depth of feeling they have for their work. Student will have more difficulty when there is not open communication about their abilities.</p>	<p>ENTJ Intuitive, innovative, ORGANIZER, aggressive, analytic, systematic, more tuned to new ideas and possibilities than people's feelings. Student learns best with clear expectations and outcomes. Praise student's competence and quality of work to reinforce and reward them. Student struggles in systems that do not allow for control and independence.</p>

Appendix C

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-19-47-68 [Amended HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

February 2021



The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public.

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients and clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related

impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients and clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Effective June 2019

For more information, go to www.apta.org/ethics.



Lake Area Technical College
Physical Therapist Assistant Course Syllabus 2020 – 2021
Revised: 10/20

2020 – 2021

COURSE: PTA 241 – Clinical Affiliation I

INSTRUCTOR: Brad Thuringer, PTA Phone: 882-5284 Ext 325 brad.thuringer@lakeareatech.edu

COURSE DESCRIPTION: This course is a simulated-based learning experience that takes on campus over a period of 4 consecutive weeks. This experience provides alternative to in-person clinical learning experiences in response to COVID 19. While attending on campus simulated based learning, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

LENGTH OF COURSE: 80 hours

PREREQUISITES: Students must successfully complete all coursework in the first three semesters of the PTA curriculum to be placed in Clinical Affiliation I.

INSTRUCTIONAL METHODS: Content will be delivered as written instructions, assigned readings, and student assignments. Methods include: patient-based case studies; Simucase, a simulation-based video library of virtual patients; and actor portrayed patient simulation activities.

Methods of evaluation are simulation-based learning experiences, classroom assignments, and clinical paperwork.

REQUIRED RESOURCES: All of the texts used with the classes listed below the course description.

COURSE OUTLINE: The following is a list of completed coursework of the PTA curriculum:

ANAT 142 – Anatomy	PTA 100 – Introduction to Physical Therapist Assisting
CPR 112 – Basic Life Support for the Healthcare Worker	PTA 106 – Kinesiology
ENGL 101 – Composition	PTA 110 – Fundamentals of Physical Therapist Assisting
MA 115 – Medical Terminology	PTA 116 – Ethics and Issues in Physical Therapy
MATH 100 – Applied General Math	PTA 120 – Observation and Measurement
PHGY 210 – Human Physiology	PTA 125 – Physical Agents and Massage
SOC 118 – Sociology in Healthcare	PTA 136 – Electrotherapy
PSYC 101 – General Psychology	PTA 145 – Theories of Therapeutic Exercise
CSC 100 – Computer Concepts	PTA 150 – Pathology for the PTA
SPCM 101 – Fundamentals of Speech	PTA 220 – Musculoskeletal Disorders and Treatment
	PTA 228 – Neuroanatomy and Neurological Dysfunction
	PTA 229 – Human Development and Pediatric Disorders
	PTA 242 – Rehabilitation Procedures

PTA 241 – Clinical Affiliation I

Students will demonstrate the following skills at the level of instruction indicated:

Exposed to Skill	Demonstration Skill	Competency Skill
Student has received instruction and testing, but may or may not have applied the skill.	Student has practiced this skill and faculty have observed demonstration of this skill, but has not been tested for competency.	Student has practiced and been tested on this skill in the lab to assure competency.
Physical Agents	Physical Agents	Physical Agents
Infrared	Hydrotherapy	Ultrasound
Ultraviolet	Contrast Baths	Electrotherapy
First aid	Paraffin	NMES & Russian
	Short wave Diathermy	TENS
	Cryotherapy: ice packs & ice massage	Interferential Current
	Thermotherapy: hot packs	Iontophoresis
	Tilt table	Ultrasound/E-stim combo treatment
	Bandaging	Biofeedback
	Therapeutic massage	Traction
	Patient positioning/draping	Patient education skills
	Wound care	Manual muscle testing
	Postural assessment/training	Goniometry
	Identify architectural barriers	Vital signs
	Aerobic conditioning	Sensation testing
	Electrotherapy	Assistive devices
	High Volt Pulsed Current	Mobility skills
	Continuous passive motion	Universal Precautions and Infection Control techniques
		Sterile Technique
		Ambulation training
		Patient transfers
		Segmental length, girth, volume
		Strengthening exercise
		Flexibility exercise
		Assess skin
		Documentation
		Intermittent Compression Pump
		Body mechanics
		Balance and coordination assessment
		Exercise for balance and coordination
		Functional activities
		Pain assessment
		Range of motion
		CPR/AED

PTA 241 – Clinical Affiliation I

STUDENT LEARNING OBJECTIVES: Upon completion of this course the student will be able to:

1. Perform in a safe manner that minimizes risk to patient, self, and others.
2. Demonstrates expected clinical behaviors in a professional manner in all situations.
3. Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Adapts delivery of physical therapy services with considerations for patients’ differences, values, preferences, and needs.
5. Communicate in ways that are congruent with situational needs.
6. Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Demonstrates clinical problem solving.
8. Performs selected therapeutic exercises in a competent manner.
9. Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
10. Produces quality documentation in a timely manner to support the delivery of physical therapy services.
11. Participate in the efficient delivery of physical therapy services.

PERFORMANCE STANDARDS:

1. The student has read and understood the program clinical handbook and contents of course syllabi.
2. This course is either a completion/pass or incomplete/fail. A completion/passing grade is determined by achieving course performance standards on each case studies, simulation-patient based video, and simulated laboratory experience.
3. The student will complete in-depth case studies on different patient based scenarios that are receiving physical therapy. Grading is based on rubric and substantiating comments.
4. The student will complete simulation-patient based videos and participate in simulated laboratory experiences to increase active critical thinking. Student assessment is based simulation activities and clinical skills practiced.

GRADING CRITERIA: The student must pass this course with a Completion/Pass. If performance standards are not met, the student will receive a failing grade.

PERFORMANCE STANDARDS	
LATC Student Handbook Review	Completion
PTA-CPI/WEB Training and Assessment	Completion
Simucase Orientation	Completion
Simucase Virtual Patient Simulations	Pass/Fail
SimLab Patient Simulation Experiences	Pass/Fail
Case Studies	Pass/Fail

PTA 241 – Clinical Affiliation I

COURSE POLICIES:

Attendance: Attendance during clinical education is mandatory. Excused absences are permitted only for illness, death in the family, emergencies, or special circumstances with prior approval of the CCE and/or faculty.

Obtaining an Excused Absence for an Unplanned Event: To obtain an excused absence for illness, a death in the family, or an emergency the student must contact the LATC PTA Program the same day.

Obtaining an Excused Absence for a Planned Event: To obtain approval for an excused absence for a special circumstance during a clinical, the student must follow the “planned absences” procedure outlined in the LATC PTA Program Student Handbook. The student must present a written request for absence to the Program Chair and the CCE.

Required Simulated Based Learning Make-up Time: If a student misses SimLab simulation experiences or other amounts of time due to inclement weather, the student must inform the CCE. The student is required to make up the SimLab simulation hours with a plan approved by the CCE. Excessive absences may result in a continuation of the simulated based learning or a failure of the course.

1. The instructor has the right to alter the syllabus and assignments during the course. Any changes will be announced.
2. Personal responsibility is expected of all students. You are responsible for knowing the material as well as meeting all due dates. It is suggested that each student develop a method for keeping track of due dates.
3. Professional behavior is expected at all times. Professionalism in the workplace is vital to your success. Unprofessional behavior including, but not limited to, swearing, cheating, making rude comments or gestures, showing disrespect, and talking during clinical time will not be tolerated.
4. Excellent communication is a vital tool to success in the classroom and workplace. This communication includes in-person and email as well as any other methods utilized by your instructor. The course (via My Portal) is available 24-hours a day, seven (7) days a week. Your instructor is available 8:00 a.m. to 4:00 p.m., Monday thru Friday and by appointment. *It is expected that you will check your LATC email at least five (5) days a week* to ensure you are receiving up to date information. As your instructor, I am here to assist you. If I do not know you have questions or are struggling, I am not able to help. Please feel free to call, stop by my office, or send an email if you have any questions or need assistance.

Communication guidelines for email:

- When emailing, always use LATC’s email system for communicating with your instructor.
- Include a subject line to let me know what the message is about.
- Please include a salutation (Hi) and a closing (thank you, sincerely,)
- Clearly describe your question or information you would like to share.
- Use complete sentences including capital letters and punctuation. Email (in an academic and workplace setting) should follow a professional format; it is not the same as texting or sending a quick reply to a close friend.

Professional Online Etiquette:

- **Be aware of how you communicate via e-mail or in the forum so your message is not misinterpreted.** Communication between humans is approximately 90 percent body language, 8 percent tone of voice, and 2 percent spoken words. With e-mail, 98 percent of the communication’s context is no longer in play.
- **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. Humor and sarcasm may easily be misinterpreted in online platforms, so try to be as matter-of-fact and professional as possible. No inappropriate, offensive, or profane language.
- **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

PTA 241 – Clinical Affiliation I

Proofread posts and messages. Make sure you are communicating your points as clearly as possible in the forums and other communications. The accurate grammar and spelling of a message is vital. If your audience cannot decode misspelled words or poorly constructed sentences, you are not communicating. It is a good practice to compose, review, and check your comments in Word before posting them.

5. You, as a student, are responsible for knowing the information in the LATC handbook, the LATC PTA policy and procedure manual, and the most current course descriptions. Lake Area Tech reserves the right to change regulations and policies as necessary.
6. Without my permission, you do not have the authority to record any of my class, its class members, or any content expressed here.

LATC POLICIES AND STUDENT SERVICES: The LATC Student Handbook is available under the Campus Life menu on the LATC webpage. Please review this handbook to familiarize yourself with the student handbook. Some policies and student services

The following activities are examples (not all inclusive) of academic dishonesty:

- Failing to report observed instances of academic dishonesty.
- Plagiarism, defined as representing as one's own, the ideas, writings, or other intellectual properties of others, including other students; any material taken verbatim from the work of others must be placed in quotation marks and a reference cited. Paraphrased content must have appropriate attribution.
- Collaboration on assignments unless it is clearly permitted per the syllabus/instructor.
- Falsifying academic records.
- Bribing faculty to improve academic scores or grades.
- Acquiring an exam during the preparation, duplication, storage, or prior to testing date.
- Removing or acquiring secured exams after administration.
- Copying answers from another student's examination.
- Taking a crib sheet or other form of prepared answers/notes into an examination when not permitted by the instructor.
- Leaving the examination and returning without permission.
- Taking an examination for someone else, preparing and submitting an assignment for someone else, or sign-in for class for someone else.
- Receiving, retaining, and/or using materials obtained in a manner that is defined as academically dishonest.
- Using signals or otherwise communicating (e.g. text messaging) during an examination to share answers with or from another student.
- Continuing to answer test items beyond the prescribed exam time limit.
- Falsifying reasons for excused absences from examinations.
- Taking examinations at times other than the one to which you have been assigned in order to obtain more preparation time.

PTA 241 – Clinical Affiliation I

Page 7

Career Counseling: Guidance is available for students when investigating career choices or in reaffirming the choice already made.

Personal Counseling: Knowing that student life can be stressful, Lake Area Tech provides personal on-campus counseling for either school-related or non-school-related issues. At times, referral to another counseling service may be warranted. Check with the on-campus counseling staff if you have concerns you need to discuss. Specific referrals for drug and alcohol-related issues will be made by on-campus counselors.

Americans with Disabilities Act Policy: Students are entitled to ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Counseling Office.

Inclusivity Statement: We understand that our members represent a rich variety of backgrounds and perspectives. The Physical Therapist Assistant program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other’s opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Lake Area Tech community.

Student Tutoring: The Center for Student Engagement and Support staff and peer tutors provide tutoring for all courses. If you are a student in need of help in any of your classes, please contact the Educational Services Coordinator located in Room 209.

Revised: 11/10, 7/11, 6/15, 9/16, 11/18, 10/20



Lake Area Technical College
Physical Therapy Assistant Course Syllabus 2020 – 2021
Revised: 1/21

COURSE: PTA 245 – Clinical Affiliation II (6 weeks)

INSTRUCTOR: Brad Thuringer, PTA Phone: 882-5284 Ext 325 brad.thuringer@lakeareatech.edu

INSTRUCTOR: Designated Clinical Instructor from the community-based physical therapy setting, who has a minimum of 1 year of clinical experience and LATC Coordinator of Clinical Education.

COURSE DESCRIPTION: This course is a clinical practicum learning experience that takes place in a community-based physical therapy setting over a period of six consecutive weeks. It occurs after the completion of the first and second year of coursework and Clinical Affiliation I. The student attends the clinic setting each day for a full workday. While in the clinic setting, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

LENGTH OF COURSE: 240 contact hours 4 semester credits

PREREQUISITES: The completion of all coursework of the PTA curriculum:

INSTRUCTIONAL METHODS: Students participate in hands on patient care at the clinical site under the direction of the clinical instructor, participate in all physical therapist assistant duties associated with patient care, such as documentation, provide an in-service to the staff at the clinical site, complete daily and weekly summaries, a timesheet, the PTA Skills Checklist, the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form, and review the Clinical Performance Instrument (CPI) with the clinical instructor.

REQUIRED RESOURCES: All of the texts used with the classes listed above under course description. This should be brought along during the clinical for reference.

COURSE OUTLINE:

The following is a list of completed coursework from the first year of the PTA curriculum:

ANAT 142 – Anatomy	PTA 100 – Introduction to Physical Therapist Assisting
CPR 112 – Basic Life Support for the Healthcare Worker	PTA 106 – Kinesiology
ENGL 101 – Composition	PTA 110 – Fundamentals of Physical Therapist Assisting
MA 115 – Medical Terminology	PTA 116 – Ethics and Issues in Physical Therapy
MATH 100 – Applied General Math	PTA 120 – Observation and Measurement
PHGY 210 – Human Physiology	PTA 125 – Physical Agents and Massage
SOC 118 – Sociology in Healthcare	PTA 136 – Electrotherapy
PSYC 101 – General Psychology	PTA 141 – Clinical Affiliation I
CSC 100 – Computer Concepts	PTA 145 – Theories of Therapeutic Exercise
SPCM 101 – Fundamentals of Speech	PTA 150 – Pathology for the PTA
CSS 100 – Career Search Strategies	PTA 216 - Applications in Therapeutic Exercise
	PTA 220 – Musculoskeletal Disorders and Treatment
	PTA 228 – Neuroanatomy and Neurological Dysfunction

PTA 245 - Page 2

	PTA 229 – Human Development and Pediatric Disorders
	PTA 231 - Special Topics
	PTA 242 – Rehabilitation Procedures
	PTA 245 – Clinical Affiliation II

Students will demonstrate the following skills at the level of instruction indicated:

Exposed to Skill	Demonstration Skill	Competency Skill
Student has received instruction and testing, but may or may not have applied the skill.	Student has practiced this skill and faculty have observed demonstration of this skill, but has not been tested for competency.	Student has practiced and been tested on this skill in the lab to assure competency.
Physical Agents	Physical Agents	Physical Agents
Infrared	Hydrotherapy	Ultrasound
Ultraviolet	Contrast Baths	Electrotherapy
First aid	Paraffin	NMES & Russian
	Short wave Diathermy	TENS
	Cryotherapy: ice packs & ice massage	Interferential Current
	Thermotherapy: hot packs	Iontophoresis
	Tilt table	Ultrasound/E-stim combo treatment
	Bandaging	Biofeedback
	Therapeutic massage	Traction
	Patient positioning/draping	Patient education skills
	Wound care	Manual muscle testing
	Postural assessment/training	Goniometry
	Identify architectural barriers	Vital signs
	Aerobic conditioning	Sensation testing
	Electrotherapy	Assistive devices
	High Volt Pulsed Current	Mobility skills
	Continuous passive motion	Universal Precautions and Infection Control techniques
		Sterile Technique
		Ambulation training
		Patient transfers
		Segmental length, girth, volume
		Strengthening exercise
		Flexibility exercise
		Assess skin
		Documentation
		Intermittent Compression Pump
		Body mechanics
		Balance and coordination assessment
		Exercise for balance and coordination
		Functional activities
		Pain assessment
		Range of motion
		CPR/AED

PTA 245 - Page 3

STUDENT LEARNING OBJECTIVES: Upon completion of this course the student will be able to:

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

PERFORMANCE STANDARDS:

1. The student has read and understood the contents of the LATC PTA Clinical Education Handbook and agrees to abide by the policies and procedures stated in the LATC PTA Clinical Education Handbook.
2. This course is either pass or fail. A passing grade is determined by achieving the minimum standards on the Clinical Performance Instrument for clinical affiliation I and II. Items 1, 2, 3, 5 and 7 under course objectives are considered "red flag" items. The red flag items are considered foundational elements in clinical work. The student is expected to achieve no less than at the Advance Intermediate Performance on the visual analog scale by the end of this clinical. Items scoring must be accompanied by substantiating comments.
3. Punctual daily attendance is required. Most sites prefer students to be at the site a minimum of 10 minutes prior to the beginning of the day. A call should be made to the clinical facility and the LATC CCE to report an absence or lateness. Inappropriate handling of absences will be reflected on the CPI (2.).
4. The student will complete an in-depth case study on a patient that is receiving physical therapy. Instructions and grading are available on the rubric. The case study will reflect the student's clinical problem solving (objective 7).
5. The student is responsible for completing weekly summaries.
6. The student is responsible to complete the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form and review it with the Clinical Instructor at the end of the clinical. It should be signed and returned to the CCE upon completion of the clinical affiliation.
7. The student and the clinical instructor should review the "Clinical Performance Instrument (CPI)" both at midterm and the final.

PTA 245 - Page 4

8. The student must also have completed and returned to the CCE the following paperwork: online weekly summaries (6), completion of a caser study, the completed timesheet to include signatures, the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form, the PTA Skills Checklist and the Online Clinical Performance Instrument (CPI) signed by all parties both at the midterm and the final evaluation.

TECHNICAL SUPPORT: If you are unable to reach the course instructor and have technical difficulties with MyPortal or your LATC eMail, you can contact service.desk@lakeareatech.edu at any time or call 605-882-5284, extension 280, between 8 AM and 4:30 PM Monday through Friday. Please provide screenshots if you are experiencing an error screen.

GRADING CRITERIA: Once the information is received and the CCE has determined that the program standards have been met, the student will receive a passing grade. If these are not met, the student will receive a failing grade.

COURSE POLICIES:

Attendance

Attendance during clinical education is mandatory. Excused absences are permitted only for illness, death in the family, emergencies, or special circumstances with prior approval of the clinical supervisor and the CCE and/or faculty.

Obtaining an Excused Absence for an Unplanned Event

To obtain an excused absence for illness, a death in the family, or an emergency during a clinical, the student must contact his/her clinical instructor before the absence or, in the case of illness, prior to the start of the working day. The student must inform the LATC PTA Program in the same working day.

Obtaining an Excused Absence for a Planned Event

To obtain approval for an excused absence for a special circumstance during a clinical, the student must follow the “planned absences” procedure outlined in the LATC PTA Program Student Handbook. The student must present a written request for absence to the Program Chair and the ACCE.

Required Clinical Make-up Time

If a student misses clinical days or other amounts of time during a clinical education experience due to inclement weather, the student must inform the CCE. The student is required to make up the clinical hours with a plan approved by the clinical facility and the CCE. The only exception is if the clinical site is “closed” due to weather. The student should have a back - up plan for staying in the town of the clinical facility during the winter months in case the weather changes unexpectedly.

Students are expected to attend clinical experiences as arranged by the CCE. Students on clinical assignments will be expected to be present at the facility during evening hours, weekends and holidays if scheduled to do so by the facility. Students should plan to work the holidays unless notified otherwise by their CI. Students will not ask for holidays or personal days off. Students will schedule their time around clinic hours, not vice versa. Excessive absences may result in a continuation of the clinical affiliation or a failure of the affiliation.

1. Without clinical faculty permission, you do not have the authority to record any patient care situations, clinical faculty treatment applications, or any content expressed here.
2. The instructor has the right to alter the syllabus and assignments during the course. Any changes will be announced.

PTA 245 - Page 5

3. Personal responsibility is expected of all students. You are responsible for knowing the material as well as meeting all due dates. It is suggested that each student develop a method for keeping track of due dates.
4. Professional behavior is expected at clinic at all times. Professionalism in the workplace is vital to your success. Unprofessional behavior including, but not limited to, swearing, cheating, making rude comments or gestures, showing disrespect, and talking during clinical time will not be tolerated.
5. Excellent communication is a vital tool to success in the workplace. This communication includes in-person and email as well as any other methods utilized by your instructor. The course (via My Portal) is available 24 hours a day, seven days a week. Your instructor is available 8:00 am to 4:00 pm M-F and by appointment. *It is expected that you will check your LATC email at least 5 days a week* to ensure you are receiving up to date information. As your instructor, I am here to assist you. If I do not know you have questions or are struggling, I am not able to help. Please feel free to call, stop by my office, or send an email if you have any questions or need assistance.

Communication guidelines for email:

- When emailing, always use LATC's email system for communicating with your instructor.
- Include a subject line to let me know what the message is about.
- Please include a salutation (Hi) and a closing (thank you, sincerely,)
- Clearly describe your question or information you would like to share.
- Use complete sentences including capital letters and punctuation. Email (in an academic and workplace setting) should follow a professional format; it is not the same as texting or sending a quick reply to a close friend.

Professional Online Etiquette:

- **Be aware of how you communicate via e-mail or in the forum so your message is not misinterpreted.** Communication between humans is approximately 90 percent body language, 8 percent tone of voice, and 2 percent spoken words. With e-mail, 98 percent of the communication's context is no longer in play.
- **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. Humor and sarcasm may easily be misinterpreted in online platforms, so try to be as matter-of-fact and professional as possible. No inappropriate, offensive, or profane language.
- **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- **Proofread posts and messages.** Make sure you are communicating your points as clearly as possible in the forums and other communications. The accurate grammar and spelling of a message is vital. If your audience cannot decode misspelled words or poorly constructed sentences, you are not communicating. It is a good practice to compose, review, and check your comments in Word before posting them

LATC POLICIES and STUDENT SERVICES

The LATC Student Handbook is available under the Campus Life menu on the LATC webpage. Please review this handbook to familiarize yourself with the student handbook. Some policies and student services listed in the handbook are outlined below.

PTA 245 - Page 6

- *Academic Honesty/Dishonesty Statement*

Students' Responsibilities: Students are responsible for their own behaviors and are expected to maintain stated standards of academic honesty. Students share the responsibility with the faculty for maintaining an environment that supports academic honesty and discourages plagiarism or cheating.

Faculty and Administrator Responsibilities: Faculty are responsible for creating a classroom and testing environment that discourages cheating, confronts suspected violators and insures fair treatment of all students. Administrators also share the responsibility for developing an environment that discourages academic dishonesty.

If a student is participating in academic dishonesty and is caught, he/she may be dismissed from the course.

Students come to LATC not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. Students should complete their own work and be evaluated upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, falsification, cheating and other academic misconduct. Per the LATC student conduct policy: Dishonesty and/or plagiarism in class, laboratory, shop work, or on tests is regarded as a serious offense, and the student is subject to disciplinary action including dismissal by the instructor and authorized representatives of the institute. It is essential that students in this course understand plagiarism and how to avoid it. Consult this website for more information about plagiarism: <https://www.plagiarism.org/understanding-plagiarism>

The following activities are examples (not all inclusive) of academic dishonesty:

- Failing to report observed instances of academic dishonesty
 - Plagiarism, defined as representing as one's own, the ideas, writings, or other intellectual properties of others, including other students; any material taken verbatim from the work of others must be placed in quotation marks and a reference cited. Paraphrased content must have appropriate attribution.
 - Collaboration on assignments unless it is clearly permitted per the syllabus/instructor
 - Falsifying academic records
 - Bribing faculty to improve academic scores or grades
 - Receiving, retaining, and/or using materials obtained in a manner that is defined as academically dishonest
 - Falsifying reasons for excused absences from clinic affiliation experience.
- *Career Counseling*
Guidance is available for students when investigating career choices or in reaffirming the choice already made.
 - *Personal Counseling*
Knowing that student life can be stressful, Lake Area Tech provides personal on-campus counseling for either school-related or non-school-related issues. At times, referral to another counseling service may be warranted. Check with the on-campus counseling staff if you have concerns you need to discuss. Specific referrals for drug and alcohol-related issues will be made by on-campus counselors.
 - *Americans with Disabilities Act Policy*
Students are entitled to 'reasonable accommodations' under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Counseling Office.

- *Inclusivity Statement*

We understand that our members represent a rich variety of backgrounds and perspectives. The Physical Therapist Assistant program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive

environment in this

course and across the Lake Area Tech community

- *Student Tutoring*

The Center for Student Engagement and Support staff and peer tutors provide tutoring for all courses.

If you are a student in need of help in any of your classes, please contact the Educational Services Coordinator located in Room 209.

Revised: 11/10, 7/11, 6/15, 6/16, 6/17, 8/17, 1/19, 5/19, 5/20, 1/21



Lake Area Technical College
Physical Therapy Assistant Course Syllabus 2020 – 2021
Revised: 1/21

COURSE: PTA 250 – Clinical Affiliation III (6 weeks)

INSTRUCTOR: Brad Thuringer, PTA Phone: 882-5284 Ext 325 brad.thuringer@lakeareatech.edu

INSTRUCTOR: Designated Clinical Instructor from the community-based physical therapy setting, who has a minimum of 1 year of clinical experience and LATC Coordinator of Clinical Education.

COURSE DESCRIPTION: This course is a clinical practicum learning experience that takes place in a community-based physical therapy setting over a period of six consecutive weeks. It occurs after the completion of the first and second year of coursework and Clinical Affiliation I and II. The student attends the clinic setting each day for a full workday. While in the clinic setting, the student practices physical therapist assistant procedures necessary for patient care. The clinical instructor provides opportunities for the student to observe and implement physical therapist assistant standards of practice.

LENGTH OF COURSE: 240 contact hours 4 semester credits

PREREQUISITES: The completion of all coursework of the PTA curriculum:

INSTRUCTIONAL METHODS: Students participate in hands on patient care at the clinical site under the direction of the clinical instructor, participate in all physical therapist assistant duties associated with patient care, such as documentation, complete patient case studies, complete daily and weekly summaries, a timesheet, the PTA Skills Checklist, the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form, and review the Clinical Performance Instrument (CPI) with the clinical instructor.

REQUIRED RESOURCES: None

COURSE OUTLINE:

The following is a list of completed coursework from the first year of the PTA curriculum:

ANAT 142 – Anatomy	PTA 100 – Introduction to Physical Therapist Assisting
CPR 112 – Basic Life Support for the Healthcare Worker	PTA 106 – Kinesiology
ENGL 101 – Composition	PTA 110 – Fundamentals of Physical Therapist Assisting
MA 115 – Medical Terminology	PTA 116 – Ethics and Issues in Physical Therapy
MATH 100 – Applied General Math	PTA 120 – Observation and Measurement
PHGY 210 – Human Physiology	PTA 125 – Physical Agents and Massage
SOC 118 – Sociology in Healthcare	PTA 136 – Electrotherapy
PSYC 101 – General Psychology	PTA 141 – Clinical Affiliation I
CSC 100 – Computer Concepts	PTA 145 – Theories of Therapeutic Exercise
SPCM 101 – Fundamentals of Speech	PTA 150 – Pathology for the PTA
CSS 100 – Career Search Strategies	PTA 216 - Applications in Therapeutic Exercise
	PTA 220 – Musculoskeletal Disorders and Treatment
	PTA 228 – Neuroanatomy and Neurological Dysfunction

PTA 250 - Page 2

	PTA 229 – Human Development and Pediatric Disorders
	PTA 231 - Special Topics
	PTA 242 – Rehabilitation Procedures

Students will demonstrate the following skills at the level of instruction indicated:

Exposed to Skill	Demonstration Skill	Competency Skill
Student has received instruction and testing, but may or may not have applied the skill.	Student has practiced this skill and faculty have observed demonstration of this skill, but has not been tested for competency.	Student has practiced and been tested on this skill in the lab to assure competency.
Physical Agents	Physical Agents	Physical Agents
Infrared	Hydrotherapy	Ultrasound
Ultraviolet	Contrast Baths	Electrotherapy
First aid	Paraffin	NMES & Russian
	Short wave Diathermy	TENS
	Cryotherapy: ice packs & ice massage	Interferential Current
	Thermotherapy: hot packs	Iontophoresis
	Tilt table	Ultrasound/E-stim combo treatment
	Bandaging	Biofeedback
	Therapeutic massage	Traction
	Patient positioning/draping	Patient education skills
	Wound care	Manual muscle testing
	Postural assessment/training	Goniometry
	Identify architectural barriers	Vital signs
	Aerobic conditioning	Sensation testing
	Electrotherapy	Assistive devices
	High Volt Pulsed Current	Mobility skills
	Continuous passive motion	Universal Precautions and Infection Control techniques
		Sterile Technique
		Ambulation training
		Patient transfers
		Segmental length, girth, volume
		Strengthening exercise
		Flexibility exercise
		Assess skin
		Documentation
		Intermittent Compression Pump
		Body mechanics
		Balance and coordination assessment
		Exercise for balance and coordination
		Functional activities
		Pain assessment
		Range of motion
		CPR/AED

PTA 250 - Page 3

STUDENT LEARNING OBJECTIVES: Upon completion of this course the student will be able to:

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

PERFORMANCE STANDARDS:

1. The student has read and understood the contents of the LATC PTA Clinical Education Handbook and agrees to abide by the policies and procedures stated in the LATC PTA Clinical Education Handbook.
2. This course is either pass or fail. A passing grade is determined by achieving the minimum standards on the Clinical Performance Instrument for clinical affiliation I and II. Items 1, 2, 3, 5 and 7 under course objectives are considered "red flag" items. The red flag items are considered foundational elements in clinical work. The student is expected to achieve no less than at Entry Level Performance on the visual analog scale by the end of this clinical. Items scoring must be accompanied by substantiating comments.
3. Punctual daily attendance is required. Most sites prefer students to be at the site a minimum of 10 minutes prior to the beginning of the day. A call should be made to the clinical facility and the LATC CCE to report an absence or lateness. Inappropriate handling of absences will be reflected on the CPI (2.).
4. The student will complete an in-depth case study on a patient that is receiving physical therapy. Instructions and grading are available on the rubric. The case study will reflect the student's clinical problem solving (objective 7).
5. The student is responsible for completing weekly summaries.
6. The student is responsible to complete the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form and review it with the Clinical Instructor at the end of the clinical. It should be signed and returned to the CCE upon completion of the clinical affiliation.
7. The student and the clinical instructor should review the "Clinical Performance Instrument (CPI)" both at midterm and the final.

PTA 250 - Page 4

8. The student must also have completed and returned to the CCE the following paperwork: online weekly summaries (6), completion of a case study, the completed timesheet to include signatures, the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form, the PTA Skills Checklist and the Online Clinical Performance Instrument (CPI) signed by all parties both at the midterm and the final evaluation.

TECHNICAL SUPPORT: If you are unable to reach the course instructor and have technical difficulties with MyPortal or your LATC eMail, you can contact service.desk@lakeareatech.edu at any time or call 605-882-5284, extension 280, between 8 AM and 4:30 PM Monday through Friday. Please provide screenshots if you are experiencing an error screen.

GRADING CRITERIA: Once the information is received and the CCE has determined that the program standards have been met, the student will receive a passing grade. If these are not met, the student will receive a failing grade.

COURSE POLICIES:

Attendance

Attendance during clinical education is mandatory. Excused absences are permitted only for illness, death in the family, emergencies, or special circumstances with prior approval of the clinical supervisor and the CCE and/or faculty.

Obtaining an Excused Absence for an Unplanned Event

To obtain an excused absence for illness, a death in the family, or an emergency during a clinical, the student must contact his/her clinical instructor before the absence or, in the case of illness, prior to the start of the working day. The student must inform the LATC PTA Program in the same working day.

Obtaining an Excused Absence for a Planned Event

To obtain approval for an excused absence for a special circumstance during a clinical, the student must follow the "planned absences" procedure outlined in the LATC PTA Program Student Handbook. The student must present a written request for absence to the Program Chair and the CCE.

Required Clinical Make-up Time

If a student misses clinical days or other amounts of time during a clinical education experience due to inclement weather, the student must inform the CCE. The student is required to make up the clinical hours with a plan approved by the clinical facility and the CCE. The only exception is if the clinical site is "closed" due to weather. The student should have a back - up plan for staying in the town of the clinical facility during the winter months in case the weather changes unexpectedly.

Students are expected to attend clinical experiences as arranged by the CCE. Students on clinical assignments will be expected to be present at the facility during evening hours, weekends and holidays if scheduled to do so by the facility. Students should plan to work the holidays unless notified otherwise by their CI. Students will not ask for holidays or personal days off. Students will schedule their time around clinic hours, not vice versa. Excessive absences may result in a continuation of the clinical affiliation or a failure of the affiliation.

6. Without clinical faculty permission, you do not have the authority to record any patient care situations, clinical faculty treatment applications, or any content expressed here.
7. The instructor has the right to alter the syllabus and assignments during the course. Any changes will be announced.

PTA 250 - Page 5

8. Personal responsibility is expected of all students. You are responsible for knowing the material as well as meeting all due dates. It is suggested that each student develop a method for keeping track of due dates.
9. Professional behavior is expected at clinic at all times. Professionalism in the workplace is vital to your success. Unprofessional behavior including, but not limited to, swearing, cheating, making rude comments or gestures, showing disrespect, and talking during clinical time will not be tolerated.
10. Excellent communication is a vital tool to success in the workplace. This communication includes in-person and email as well as any other methods utilized by your instructor. The course (via My Portal) is available 24 hours a day, seven days a week. Your instructor is available 8:00 am to 4:00 pm M-F and by appointment. *It is expected that you will check your LATC email at least 5 days a week* to ensure you are receiving up to date information. As your instructor, I am here to assist you. If I do not know you have questions or are struggling, I am not able to help. Please feel free to call, stop by my office, or send an email if you have any questions or need assistance.

Communication guidelines for email:

- When emailing, always use LATC's email system for communicating with your instructor.
- Include a subject line to let me know what the message is about.
- Please include a salutation (Hi) and a closing (thank you, sincerely,)
- Clearly describe your question or information you would like to share.
- Use complete sentences including capital letters and punctuation. Email (in an academic and workplace setting) should follow a professional format; it is not the same as texting or sending a quick reply to a close friend.

Professional Online Etiquette:

- **Be aware of how you communicate via e-mail or in the forum so your message is not misinterpreted.** Communication between humans is approximately 90 percent body language, 8 percent tone of voice, and 2 percent spoken words. With e-mail, 98 percent of the communication's context is no longer in play.
 - **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. Humor and sarcasm may easily be misinterpreted in online platforms, so try to be as matter-of-fact and professional as possible. No inappropriate, offensive, or profane language.
 - **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
 - **Proofread posts and messages.** Make sure you are communicating your points as clearly as possible in the forums and other communications. The accurate grammar and spelling of a message is vital. If your audience cannot decode misspelled words or poorly constructed sentences, you are not communicating. It is a good practice to compose, review, and check your comments in Word before posting them
11. You, as a student, are responsible for knowing the information in the LATC handbook, the LATC Clinical handbook, the LATC PTA policy and procedure manual, and the most current course descriptions. Lake Area Tech reserves the right to change regulations and policies as necessary.

PTA 250 - Page 6

12. Without my permission, you do not have the authority to record any of my class, its class members, or any content expressed here.

LATC POLICIES and STUDENT SERVICES

The LATC Student Handbook is available under the Campus Life menu on the LATC webpage. Please review this handbook to familiarize yourself with the student handbook. Some policies and student services listed in the handbook are outlined below.

- *Academic Honesty/Dishonesty Statement*

Students' Responsibilities: Students are responsible for their own behaviors and are expected to maintain stated standards of academic honesty. Students share the responsibility with the faculty for maintaining an environment that supports academic honesty and discourages plagiarism or cheating.

Faculty and Administrator Responsibilities: Faculty are responsible for creating a classroom and testing environment that discourages cheating, confronts suspected violators and insures fair treatment of all students. Administrators also share the responsibility for developing an environment that discourages academic dishonesty.

If a student is participating in academic dishonesty and is caught, he/she may be dismissed from the course.

Students come to LATC not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. Students should complete their own work and be evaluated upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, falsification, cheating and other academic misconduct. Per the LATC student conduct policy: Dishonesty and/or plagiarism in class, laboratory, shop work, or on tests is regarded as a serious offense, and the student is subject to disciplinary action including dismissal by the instructor and authorized representatives of the institute. It is essential that students in this course understand plagiarism and how to avoid it. Consult this website for more information about plagiarism: <https://www.plagiarism.org/understanding-plagiarism>

The following activities are examples (not all inclusive) of academic dishonesty:

- Failing to report observed instances of academic dishonesty
- Plagiarism, defined as representing as one's own, the ideas, writings, or other intellectual properties of others, including other students; any material taken verbatim from the work of others must be placed in quotation marks and a reference cited. Paraphrased content must have appropriate attribution.
- Collaboration on assignments unless it is clearly permitted per the syllabus/instructor
- Falsifying academic records
- Bribing faculty to improve academic scores or grades
- Receiving, retaining, and/or using materials obtained in a manner that is defined as academically dishonest
- Using signals or otherwise communicating (e.g. text messaging) during an examination to share answers with or from another student
- Continuing to answer test items beyond the prescribed exam time limit
- Falsifying reasons for excused absences from clinical experiences.
- Taking examinations at times other than the one to which you have been assigned in order to obtain more preparation time

- *Career Counseling*
Guidance is available for students when investigating career choices or in reaffirming the choice already made.
- *Personal Counseling*
Knowing that student life can be stressful, Lake Area Tech provides personal on-campus counseling for either school-related or non-school-related issues. At times, referral to another counseling service may be warranted. Check with the on-campus counseling staff if you have concerns you need to discuss. Specific referrals for drug and alcohol-related issues will be made by on-campus counselors.
- *Americans with Disabilities Act Policy*
Students are entitled to 'reasonable accommodations' under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Counseling Office.
- *Inclusivity Statement*
We understand that our members represent a rich variety of backgrounds and perspectives. The Physical Therapist Assistant program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
 - share their unique experiences, values and beliefs
 - be open to the views of others
 - honor the uniqueness of their colleagues
 - appreciate the opportunity that we have to learn from each other in this community
 - value each other's opinions and communicate in a respectful manner
 - keep confidential discussions that the community has of a personal (or professional) nature
 - use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Lake Area Tech community
- *Student Tutoring*
The Center for Student Engagement and Support staff and peer tutors provide tutoring for all courses.
If you are a student in need of help in any of your classes, please contact the Educational Services Coordinator located in Room 209.

Revised: 11/10, 7/11, 6/15, 6/16,6/17, 8/17, 1/19, 5/19, 5/20, 1/21