



# Clinical Education Manual

Sellersburg Campus  
2023-2024

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## Accreditation, Degree, Licensure

Ivy Tech Community College, Sellersburg, Indiana, is accredited by the North Central Association of Colleges and Schools. The Associate of Science (AS) degree in Physical Therapist Assistant is awarded upon successful completion of the required 25 general education credits and 44.5 technical course credits.

For graduates to sit for any state certification or licensure examinations, the PTA Program must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

To contact the program or institution directly, contact Emily Smith, PT, DPT, PTA Program Chair at 812-246-3301 ext. 4290 or [esmith782@ivytech.edu](mailto:esmith782@ivytech.edu).

## Diversity Statement

Ivy Tech Community College is committed to a diverse and inclusive educational environment that extends beyond tolerance to respect and affirms human difference. Therefore, diversity, as defined by Ivy Tech, includes, but is not limited to, differences in race, ethnicity, religious beliefs, regional and national origin, color, gender, sexual orientation, socioeconomic status, age, disability, and political affiliation. By encouraging free and open discourse, providing educational opportunities within and outside its classrooms, and intentionally recruiting and retaining a diverse assembly of students, faculty and staff, the college endeavors to graduate culturally literate individuals who will make positive contributions to a local, national, and global society.

## Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College provides open admission, degree credit programs, courses and community service offerings, and student support services for all protected classes – race, religion, color, sex, ethnicity, national origin, physical and mental disability, age, marital status, sexual orientation, gender identity, gender expression, veteran or military status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/ affirmative action institution. For more information review the Student Equal Opportunity, Harassment, and Non-discrimination Policy and Procedures at: [https://docs.google.com/document/d/1\\_tEgc3NcKFTkromsQBpvOHFzzWZiJgRHhrU1nwsAR4g/preview](https://docs.google.com/document/d/1_tEgc3NcKFTkromsQBpvOHFzzWZiJgRHhrU1nwsAR4g/preview).

## Title IX

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment, or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>. If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

# Physical Therapist Assistant Professional Education Program

## Program Description

The Associate of Science in Physical Therapist Assistant may be used as an entry point into a career in rehabilitation, or to provide supplemental skills and additional authority to treat patients and to make treatment decisions for individuals who already have a background in medical treatment and/or rehabilitation.

The curriculum is designed with the classroom, laboratory, and clinical experience for graduates to gain the knowledge and skills necessary to provide physical therapy services in the role of a Licensed Physical Therapist Assistant. The technical core of the curriculum is designed to allow graduates to become clinical problem solvers, rather than exclusively treatment providers.

## Program Outcomes

Upon completion of the Physical Therapist Assistant program, the student will:

- Demonstrate critical and creative thinking.
- Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
- Recognize and understand social, political, civic, and environmental responsibilities relative to our society.
- Apply basic scientific concepts in a variety of settings.
- Communicate effectively in written, oral and symbolic forms.
- Exhibit quantitative literacy.
- Apply ethical reasoning.
- Practice confidentiality, perform within ethical and legal boundaries, practice within the scope of education, and exercise efficient time management in patient care.
- Integrate knowledge of clinical theory by utilizing infection control, assisting the physical therapist, and performing delegated procedures.
- Apply a comprehensive treatment plan developed by a physical therapist.
- Integrate and participate in timely communication, systematic healthcare delivery, and application of knowledge and skills through patient care and education.
- Practice appropriate assessment and measurement techniques to assist the supervising physical therapist in monitoring and modifying the plan of care within the knowledge and limits of practice.
- Demonstrate interaction with patients and families in a manner that provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- Demonstrate application of physical therapy skills for other health care providers, patients, and families.
- Design appropriate documentation for relevant aspects of patient treatment.
- Apply the principles of the physical therapy profession to personal and professional growth.

## Program Mission

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is an affordable program to prepare students (regardless of race, gender, religion, national origin, sexual orientation, marital status, age, physical or mental disability, or veteran status), who have the necessary talent and inclination, in an Associate degree curriculum leading to a successful career as a Physical Therapist Assistant. The program seeks to develop dedicated, honest individuals who value excellence, diversity, compassion, human interaction, love of learning and stewardship, and who will serve the larger community of South Central Indiana through provision of rehab services.

## Program Vision

Graduates of the Ivy Tech Physical Therapist Assistant Program will provide the highest level of therapy services to the community and be the employees of choice of healthcare providers.

## Program Philosophy

The program philosophy of curriculum development includes a commitment to coordinated, sequential learning; delineation of the roles and responsibilities of the physical therapist, physical therapist assistant, and the physical therapy aide; an understanding of the changing nature of the profession and health care in general; and an opportunity for exploration of areas of student interest. Additionally, the program philosophy incorporates a commitment to academic and clinical faculty development, with the purpose of enhancing effectiveness of instruction, refining leadership, teaching effectiveness, and interpersonal skills so that the students are prepared to take their place as para-professionals in the field of physical therapy.

## Program Goals

The program goal, an extension of the College mission, is to provide students with a quality education, which enables them to be competent physical therapist assistants throughout their careers. The goals are as follows:

1. Graduate competent students into the community who have adopted professional behaviors representative of a physical therapist assistant.
2. Assist students in employment placement before and following graduation.
3. Maintain licensure exam results of graduates equal to or exceeding the national standards.
4. Provide academic and clinical settings, which stimulate student learning.
5. Update, review, or modify curriculum as identified by students, faculty, College administrators, community, and PT/PTA professionals.
6. Maintain state of the art equipment and laboratory facilities.
7. Exemplify and demonstrate the importance of professional membership in the APTA.
8. Ensure that equal educational opportunities are available for all students regardless of race, color, creed, national origin, sexual orientation, age, disability, or marital status.



9. Organize and maintain an advisory committee, which consists of persons who are actively engaged in, or support the practice of physical therapy.
10. Maintain equal or greater than the APTA required two-year average 85% ultimate passage rate on the National PTA Examination.

## Academic Faculty

The academic faculty of the Ivy Tech Physical Therapist Assistant Program believe that the role of the teacher is to be a guide and facilitator of learning and, as such, encourage students to assume responsibility for their own learning. The faculty members are dedicated to assisting each student to attain maximum potential by offering the student several options for learning in a structured program. The instructor assists the students to perceive the interconnections between facts, concepts, and principles presented in theory and their clinical application. Meaningful relationships, which are discovered, assist the learner to maximize skills and knowledge in clinical problem solving in the rehabilitation setting. The faculty strive to enhance the student's participation in a cooperative relationship, development of critical thinking, which incorporates use of judgment, and communication techniques.

We believe that learning experiences that consider the student's learning needs and capabilities should be selected and directed by the faculty in cooperation with the student. The student should be assisted to pursue established clinical and theory objectives by utilizing a variety of learning methods suited to their individual learning needs. The faculty, with student participation, evaluate learning based upon prescribed standards of expected behaviors.

### **PTA Program Chair**

Emily Smith, PT, DPT  
Esmith782@ivytech.edu  
(812) 246-3301 ext. 4290

### **Academic Coordinator of Clinical Education**

Shelley Siebert, PT, MPT  
msiebert7@ivytech.edu  
(812) 246-3301 ext. 4537

### **Full Time Academic Faculty**

Emily Smith, PT, DPT  
Shelley Siebert, PT, MPT  
Nancy Cox, PTA, MS  
ncox41@ivytech.edu  
(812) 246-3301 ext. 4481

# Curriculum: Physical Therapist Assistant Associate of Science<sup>+</sup>

**PREREQUISITES (Must be completed by the end of Spring Term for Application)**

*PTAS 101	Introduction to the Physical Therapist Assistant
**APHY 101	Anatomy and Physiology I
**APHY 102	Anatomy and Physiology II
**ENGL 111	English Composition
**SCIN 111	Physical Science

\*\*Introduction to the Physical Therapist Assistant (PTAS 101), Anatomy and Physiology I and II (APHY 101 and 102), English Composition (ENGL 111), and Science 111 (SCIN 111) are prerequisites that are necessary to apply for the PTA Program. The remaining general education core classes are required for graduation, but not for application to the program. However, they must be successfully completed prior to the final programmatic spring semester when the student will be in clinical education.

**\*\*GENERAL EDUCATION CORE = 25 CREDITS (Includes APHY 101, 102; ENGL 111; SCIN 111)**

APHY 101	Anatomy and Physiology I	3
APHY 102	Anatomy and Physiology II	3
COMM 102	Intro to Interpersonal Communications	
	OR	3
COMM 101	Fundamentals of Public Speaking	
ENGL 111	English Composition	3
MATH 136	College Algebra	3
PSYC 101	Introduction to Psychology	3
SCIN 111	Physical Science	3
SOCI 111	Introduction to Sociology	3
IVYT 101	First Year Seminar	1

**\*TECHNICAL CORE = 44.5 CREDITS (Includes PTAS 101)**

PTAS 101	Introduction to the Physical Therapist Assistant	3
PTAS 102	Diseases, Trauma and Terminology	3
PTAS 103	Administrative Aspects of the PTA	3
PTAs 106	Treatment Modalities I	5
PTAS 107	Kinesiology	5
PTAS 115	Clinical I	2.5
PTAS 205	Clinical II	6
PTAS 201	Treatment Modalities II	3
PTAS 202	Treatment Interventions for Special Populations	2
PTAS 215	Clinical III	6
PTAS 217	Treatment Modalities III	5
PTAS 224	Current Issues and Review	1

**+TOTAL DEGREE = 69.5 CREDITS (General Education Core + Technical Core)**

+The College and PTA Program reserve the right to revise these requirements at any time.

## **Purpose of Physical Therapy Clinical Education**

Although each academic physical therapist assistant program possesses some unique features of sequence, format, and focus within the curriculum, all professional entry-level physical therapist assistant programs are designed to prepare a physical therapist assistant for entry-level practice. The purpose of all clinical education experiences is to teach the student the process of thinking, feeling, and acting as a physical therapist assistant. To this end, the clinical education component of all programs holds common goals and functions.

The process of achieving entry-level competence is best accomplished through a progression of clinical education experiences. These experiences should be designed to reflect the student's individual needs and to allow the student time to practice, to apply, and to investigate academic knowledge, skills, and attitudes in five basic areas:

1. Professional demeanor
2. Logic and comprehension skills
3. Clinical skills
4. Communication
5. Administration/Management

These five areas are essential for entry-level competence. Thus, the use of a standardized tool in assessing and documenting a student's performance in the clinical setting is both possible and beneficial.

### **PROBLEM SOLVING PROCESS**

Problem solving requires the ability to:

1. Understand the physical therapy problem
2. Implement the solution outlined by the plan of care
3. Recognize the need for patient re-evaluation by a physical therapist

The Clinical Instructor's role is to help the student through the problem-solving process. Educational programs place a great deal of importance on the student's ability to problem solve, as students cannot be exposed to every clinical situation in the classroom. In the classroom, students learn normal function and pathological conditions to understand the rationale for the therapeutic process of treatment procedures. The practice of these therapeutic processes builds skill. However, a creative approach is essential as every patient's problem is somewhat unique. Much of the establishment of skill in therapeutic processes and the opportunity for creativity occurs in the clinical setting.

To be able to solve problems, individuals must see relationships between the different elements and process a variety of concepts and data. As the student becomes better at problem solving and increases his/her knowledge of normal function, pathology, and therapeutic process; a "total patient" picture emerges.

While competent practitioners should be prepared to solve any patient problem, they should also recognize the assistance of the patient and other members of the health care team as resources. In this way, the "total patient" picture is complete.

# Clinical Education Curriculum

Ivy Tech PTA students complete three (3) full-time clinical education experiences. Clinical I (PTAS 115) is a full-time integrated clinical education experience 3 weeks in duration, situated at the end of the second technical semester. Clinical II (PTAS 205) and Clinical III (PTAS 215) are both seven-week long terminal full-time clinical education experiences situated at the beginning of the fourth technical semester.

Students are expected to complete one experience in an inpatient setting, one in an outpatient setting, and one in a setting of interest. Students are provided a variety of settings for clinical education experiences including acute care hospitals, acute inpatient rehabilitation hospitals, long term care facilities, skilled nursing facilities, and outpatient clinics. Areas of interest that can be explored through clinical education experiences include pediatrics, geriatrics, neurology, sports medicine, aquatic therapy, and women’s health.

## Clinical I (PTAS 115) – First Year PTA Students

Clinical I is the students’ first full-time clinical education experience. By the beginning of this rotation, students have completed courses in anatomy, kinesiology, disease and trauma, medical terminology, physical agents and modalities, basic patient care, treatment of patients with orthopedic diagnoses, and aspects of administration. Students are best served with an experience that provides the opportunity to perform the skills and treatments listed below. To successfully complete this clinical education experience, the student must demonstrate Advanced Beginner performance on all items on the PTA Clinical Performance Instrument 3.0 by the completion of this experience.

Manual Muscle Testing	Goniometry	Modality Application
Ethical & Legal practice	Vital Sign Assessment	Safety
Communication	Transfer Training	Documentation
Disease & Disability Awareness	Positioning & Draping	ROM
Understanding PT/PTA Relationship	Gait Training with Assistive Devices	Beginning Exercise Development for Orthopedic Conditions

## Clinical II (PTAS 205) and Clinical III (PTAS 215) – Second Year PTA Students

These consecutive terminal full-time clinical education experiences consist of supervised clinical work in preparation for entry-level practice in any therapy setting. By the beginning of this rotation, students have completed the program’s didactic curriculum. In addition to the pre-requisite courses for Clinical I, students have taken courses addressing special populations, neurological conditions, cardiovascular conditions, pediatrics, orthotics/prosthetics, and wound care. Students are expected to achieve Advanced Intermediate performance (Clinical II) or Entry Level performance (Clinical III) on the PTA Clinical Performance Instrument 3.0 by completion of the experience.

# **Collegewide Course Outline of Record**

## **PTAS 115 (Clinical I)**

**COURSE TITLE:** Clinical I

**COURSE NUMBER:** PTAS 115

**PREREQUISITES:** PTAS 102 Diseases, Trauma and Terminology, PTAS 103 Administrative Aspects of the Physical Therapist Assistant, PTAS 106 Treatment Modalities I, PTAS 201 Treatment Modalities II, OR Program Chair Approval

**SCHOOL:** Health Sciences

**PROGRAM:** Physical Therapist Assistant

**CREDIT HOURS:** 2.5

**CONTACT HOURS:** Clinical: 7.5

**DATE OF LAST REVISION:** Fall, 2018

**EFFECTIVE DATE OF THIS REVISION:** Fall, 2019

**CATALOG DESCRIPTION:** Requires the student to perform in a clinical environment with patients, using applications of theory and techniques of PTAS 106, under the guidance of a registered physical therapist.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course the student will be expected to:

1. Communication 7D7
  - Cooperate in communication with instructor(s) for learning in a clinical setting
  - Recognize constructive feedback in communication
  - Identify medical professionals in rehabilitation and appropriate types of communication
  - Recognize the need for medical and layman's terminology with appropriate individuals
  - Recognize conflicts and observe protocols for resolution
  - Realize influences of nonverbal communication in patient care
2. Individual and Cultural Differences 7D8
  - Recognize nonverbal communication in various cultures for effective patient care
  - Discuss cultural influences on plan of care development by the Physical Therapist
3. Behavior and Conduct 7D4, 7D5
  - Comply with clinical setting professional appearance and demeanor standards
  - Devote oneself to punctual and consistent attendance
4. Plan of Care – Understanding [toward goals and intended goals] 7D9, 7D17
  - Discuss relevant anatomy and physiology of encountered pathophysiologies in a clinical setting
  - Explain characteristics of encountered pathophysiologies in a clinical setting
  - Restate intended goals and intervention strategies in the physical therapy plan of care

5. Plan of Care - Implementation under the direction and supervision of a Physical Therapist 7D23+
  - Imitate psychomotor skills acquired in didactic and clinical training in the areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor\*
    - Functional training 7D23d
    - Infection control procedures 7D23i
    - Manual therapy techniques 7D23e
    - Physical agents and mechanical agents 7D23c
    - Therapeutic exercise 7D23h
    - Wound management 7D23i
6. Competency in Data Collection under the direction and supervision of a Physical Therapist 7D18, 7D24+
  - Imitate psychomotor skills acquired in didactic and clinical training in areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor\*
    - Assistive, adaptive, orthotic, protective, supportive, and prosthetic
    - Gait, locomotion, balance 7D24e
    - Joint integrity and mobility 7D24g
    - Muscle performance 7D24h
    - Pain 7D24j
    - Posture 7D24k
    - Range of motion 7D24l
7. Scope of Practice – Plan of Care: adjusts, recognizes, reports, clarifies with supervising PT 7D19, 7D20, 7D21
  - Report recommendations for patient progression within the physical therapy plan of care
  - Review with supervising Physical Therapist patient progression and/or regression requiring update and/or revision of the physical therapy plan of care
8. Plan of Care - education of patient, caregiver and non-healthcare others with supervising PT 7D12
  - Explain components of the physical therapy plan of care to patients and other relevant individuals for understanding and best outcomes
  - Express effective teaching methods to patients and other relevant individuals according to the physical therapy plan of care
9. Emergency response 7D26, 7D27
  - Recognize safety and emergency situations in physical therapy interventions in a clinical setting with the assistance of the clinical instructor
  - Recognize immediate emergency situations in medical status in a clinical setting with the assistance of the clinical instructor
10. Documentation and discharge planning with supervising PT 7D22
  - Review physical therapy documentation components in a patient care setting 7D18
  - Locate necessary patient characteristics in medical and physical therapy documentation

- Report relevant information for documentation of physical therapy services
11. Administration 7D1-3
- Comply with ethical and legal standards of the Physical Therapist Assistant 7D28
  - Recognize the Physical Therapist Assistant's role in fiscal management activities 7D31
  - Comply with positions, policies, and procedures of APTA and clinical setting 7D29, 7D30
12. Career Development – lifelong learning; PTA in clinical education
- Recognize the relationships among individuals in physical therapy rehabilitation: physical therapist, physical therapist assistant, rehabilitation aide, and physical therapist assistant student 7D13
  - Recognize strengths and weakness in self-assessment of learning abilities in a clinical setting 7D14

\* The range of exposure for these objectives is dependent upon placement in the specifically assigned clinical site. Students experience completion of requirements in the clinical setting according to the policies and procedures for clinical education in the physical therapist assistant program.

#### METHOD OF EVALUATION:

The Clinical Instructor will assess the student's clinical performance using the PTA Clinical Performance Instrument. The ACCE will assign the final grade based on this assessment and other course assignments. Criteria for satisfactory completion of this course is located in the Completion of Clinical Experiences section of the Clinical Education Manual.

# **Collegewide Course Outline of Record**

## **PTAS 205 (Clinical II)**

COURSE TITLE: Clinical II

COURSE NUMBER: PTAS 205

PREREQUISITES: PTAS 115 Clinical I, PTAS 202 Treatment Modalities II, PTAS 217 Treatment Modalities III, and Program Advisor Approval

SCHOOL: Health Sciences

PROGRAM: Physical Therapist Assistant

CREDIT HOURS: 6

CONTACT HOURS: Clinical: 18

DATE OF LAST REVISION: Fall, 2018

EFFECTIVE DATE OF THIS REVISION: Fall, 2019

CATALOG DESCRIPTION: Requires the student to perform in a clinical environment with patients using applications of theories and techniques of PTAS 201, PTAS 202, and PTAS 217 under the guidance of a registered physical therapist.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Communication 7D7, 7D15, 7D17, 7D20
  - Seek communication with instructor(s) for greater learning in a clinical setting
  - Seek constructive feedback in communication for improved clinical performance
  - Balance conflicts and accept responsibility in conflict resolution
  - Examine influences of nonverbal communication in patient care
2. Individual and Cultural Differences 7D8
  - Recognize cultural influences on the provision of physical therapy service under the plan of care within a clinical setting
3. Behavior and Conduct 7D1, 7D4, 7D5
  - Display clinical setting professional appearance and demeanor standards
  - Display punctual and consistent attendance
  - Display responsibility for professional behaviors specific to a clinical setting
4. Plan of Care – Understanding [toward goals and intended outcomes] 7D9, 7D17
  - Apply knowledge of relevant anatomy and physiology of encountered pathophysiologies in a clinical setting with regard to intervention options
  - Employ knowledge of characteristics of encountered pathophysiologies in a clinical setting
  - Employ intervention strategies for intended goals and outcomes in the physical therapy plan of care in a clinical setting
5. Plan of Care - Implementation [under the direction and supervision of a Physical Therapist]
  - Coordinate psychomotor skills acquired in didactic and clinical training in the areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor\*



- Functional training 7D23d
  - Infection control procedures 7D21
  - Manual therapy techniques 7D23e
  - Physical agents and mechanical agents 7D23c
  - Therapeutic exercise 7D23a
  - Wound management 7D23i
6. Plan of Care - Competency in Data Collection [under the direction and supervision of a Physical Therapist]
- Coordinate psychomotor skills acquired in didactic and clinical training in areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor\*
    - Aerobic capacity and endurance 7D24a
    - Anthropometric characteristics 7D24b
    - Arousal, mentation, an cognition 7D24c
    - Assistive, adaptive, orthotic, protective, supportive, and prosthetic 7D24d
    - Gait, locomotion, balance 7D24e
    - Integumentary integrity 7D24f
    - Joint integrity and mobility 7D24g
    - Muscle performance 7D24h
    - Neuromotor development 7D24i
    - Pain 7D24j
    - Posture 7D24k
    - Range of motion 7D24l
    - Self-care/home management; Community/work reintegration 7D24m
    - Ventilation, respiration, circulation examination 7D24n
7. Scope of Practice – Plan of Care: monitor, adjusts, determines, reports, clarifies with supervising PT 7D19, 7D20, 7D21
- Establish patient progression therapeutic strategies within the physical therapy plan of care in a clinical setting
  - Report patient progression and/or regression requiring update and/or revision of the physical therapy plan of care and consult accordingly with clinical instructor and supervising Physical Therapist in a clinical setting
8. Plan of Care - education of patient, caregiver and non-healthcare others with supervising PT 7D12
- Explain components of the physical therapy plan of care to patients and other relevant individuals for understanding and best outcomes
  - Express effective teaching methods to patients and other relevant individuals according to the physical therapy plan of care
9. Emergency Response 7D26, 7D27
- Follow safety and emergency procedures in physical therapy interventions in a clinical setting with the assistance of the clinical instructor
  - Follow immediate emergency procedures regarding patient medical status in a clinical setting with the assistance of the clinical instructor
10. Documentation and Discharge Planning [with supervising PT] 7D18, 7D22, 7D25
- Inform clinical instructor of necessary patient characteristics in medical and physical therapy documentation for effective and safe physical therapy provision
  - Provide effective physical therapy documentation in a patient care setting

11. Healthcare Literature 7D10, 7D11
  - Integrate research in a clinical scenario for investigation of the physical therapy plan of care
12. Education – other healthcare members; role of PTA 7D12
  - Support the role of the Physical Therapist Assistant in the provision of the physical therapy plan of care in the education of others
13. Administration 7D1, 7D2, 7D3, 7D6, 7D28, 7D29, 7D30, 7D31
  - Demonstrate ethical and legal standards of the Physical Therapist Assistant
  - Demonstrate fiscal responsibility as a Physical Therapist Assistant
  - Demonstrate compliance with positions, policies, and procedures of APTA and clinical setting
14. Social Responsibility 7D5, 7D13, 7D28
  - Value the responsibility of a Physical Therapist Assistant in educating patients in available alternative methods of care, other than physical therapy, with the support of the supervising Physical Therapist
15. Career Development – lifelong learning; PTA in clinical education 7D13, 7D14
  - Examine the relationships among individuals in physical therapy rehabilitation: physical therapist, physical therapist assistant, rehabilitation aide, and physical therapist assistant student
  - Examine strengths and weakness in self-assessment of learning abilities in a clinical setting

\*The range of exposure for these objectives is dependent upon placement in the specifically assigned clinical site. Students experience completion of requirements in the clinical setting according to the policies and procedures for clinical education in the physical therapist assistant program.

#### METHOD OF EVALUATION:

The Clinical Instructor will evaluate the student's clinical performance using the online PTA Clinical Performance Instrument (PTA CPI). The ACCE will assign the final course grade based on the PTA CPI as well as additional course assignments. Criteria for satisfactory completion of this course is located in the Completion of Clinical Experiences section of the Clinical Education Manual.

# Collegewide Course Outline of Record

## PTAS 215 (Clinical III)

COURSE TITLE: Clinical III

COURSE NUMBER: PTAS 215

PREREQUISITES: PTAS 205 Clinical II and Program Advisor Approval

SCHOOL: Health Sciences

PROGRAM: Physical Therapist Assistant

CREDIT HOURS: 6

CONTACT HOURS: Clinical: 18

DATE OF LAST REVISION: Fall, 2018

EFFECTIVE DATE OF THIS REVISION: Fall, 2019

CATALOG DESCRIPTION: Requires the student to perform in a clinical environment with patients using applications of theory and techniques of PTAS 202 and PTAS 217 under the guidance of a registered physical therapist.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course, the student will be expected to:

1. Communication (7D7, 7D15, 7D17, 7D20)
  - Display effective communication with instructor(s) for greater learning in a clinical setting
  - Relate to constructive feedback and demonstrate progression in clinical skills
  - Display conflict resolution
  - Relate to nonverbal communication in patient care
2. Individual and Cultural Differences (7D8)
  - Discriminate between cultural and medical/physical in the provision of physical therapy services under the plan of care within a clinical setting
3. Behavior and Conduct (7D1, 7D5, 7D4)
  - Display clinical setting professional appearance and demeanor standards
  - Display punctual and consistent attendance
  - Display responsibility of professional behaviors specific to a clinical setting
4. Plan of Care – Understanding [toward goals and intended outcomes] (7D9, 7D17)
  - Apply relevant anatomy, physiology, and pathophysiology knowledge to the encountered pathophysiologies in a clinical setting
  - Examine necessary patient characteristics in medical and physical therapy documentation
  - Differentiate available strategies to meet the intended goals and outcomes of the physical therapy plan of care
5. Plan of Care - Implementation [under the direction and supervision of a Physical Therapist] (7D23+)

- Demonstrate psychomotor skills acquired in didactic and clinical training in the areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor.
  - Airway Clearance Techniques
  - Application of Devices and Equipment
  - Biophysical Agents
  - Functional Training in Self-care and in Domestic, Education, Work, Community, Social, and Civic Life (7D24d, 7D24e, 7D24m, 7D24l, 7D27)
  - Manual Therapy (7D24g, 7D24j, 7D24k, 7D24l, 7D27)
  - Motor Function Training (7D243)
  - Balance, Gait, etc.
  - Patient/Client Education
  - Therapeutic Exercise
  - Wound Management (7D26, 7D27) – isolation techniques, sterile techniques, application and removal of dressing or agents, and identification of precautions for dressing removal
6. Plan of Care - Competency in Data Collection [under the direction and supervision of a Physical Therapist] (7D24+, 7D18)
- Demonstrate psychomotor skills acquired in didactic and clinical training in areas listed below as relevant to the assigned clinical setting under the assistance of the clinical instructor.
    - Aerobic capacity and endurance
    - Anthropometric characteristics
    - Mental Functions
    - Assistive Technology
    - Gait, Locomotion, Balance
    - Integumentary Integrity
    - Joint Integrity and mobility
    - Muscle Performance
    - Neuromotor Development
    - Pain
    - Posture
    - Range of motion
    - Self-care and Civic, Community, Domestic, Education, Social and Work Life
    - Ventilation, Respiration, and Circulation
7. Scope of Practice – Plan of Care: Monitors, adjusts, determines, reports, and clarifies with supervising PT (7D19, 7D20, 7D21))
- Differentiate potential for recommendations for patient progression within the physical therapy plan of care
  - Appraise patient progression and/or regression requiring update and/or revision of the physical therapy plan of care and consult accordingly with clinical instructor and supervising Physical Therapist

8. Plan of Care - education of patient, caregiver and non-healthcare others with supervising PT (7D12)
  - Choose appropriate components of the physical therapy plan of care for the education of patients and other relevant individuals for understanding and best outcomes
  - Use effective teaching methods for patients and other relevant individuals according to the physical therapy plan of care
9. Emergency response (7D26, 7D27)
  - Employ safety and emergency situations in physical therapy interventions in a clinical setting with the assistance of the clinical instructor
  - Employ immediate emergency situations in medical status in a clinical setting with the assistance of the clinical instructor
10. Documentation and Discharge Planning [with supervising PT] (7D18, 7D22, 7D25)
  - Demonstrate effective physical therapy documentation in a patient care setting
11. Healthcare Literature (7D10, 7D11)
  - Employ research to a clinical scenario for investigation of the physical therapy plan of care
12. Education – other healthcare members; role of PTA (7D12)
  - Defend the responsibilities of the PTA in the physical therapy plan of care in a clinical in-service presentation
13. Administration (7D1, 7D2, 7D3, 7D6, 7D28, 7D29, 7D30, 7D31):
  - Demonstrate with ethical and legal standards of the Physical Therapist Assistant
  - Demonstrate fiscal responsibility as a Physical Therapist Assistant
  - Demonstrate compliance with positions, policies, and procedures of APTA and clinical setting
14. Social Responsibility (7D5, 7D13, 7D28)
  - Value the responsibility of a Physical Therapist Assistant in educating patients in available alternative methods of care, other than physical therapy, with the support of the supervising Physical Therapist
15. Career Development (7D13, 7D14) – lifelong learning; PTA in clinical education
  - Examine the relationships among individuals in physical therapy rehabilitation: physical therapist, physical therapist assistant, rehabilitation aide, and physical therapist assistant student
  - Seek input and understanding of strengths and weakness in self-discovery and learning

\*The range of exposure for these objectives is dependent upon placement in the specifically assigned clinical site. Students experience completion of requirements in the clinical setting according to the policies and procedures for clinical education in the physical therapist assistant program.

**Note:** If one or more of the above items is not applicable to the current clinical site, the student must have demonstrated independent, competent, and safe performance of the skill or task in the previous clinical. If the student has not had the opportunity to demonstrate the task, or it was not performed independently, safely, and competently, arrangements will be made for the student to demonstrate the task(s) in the

clinical setting with a Clinical Instructor from another affiliated setting. The student must complete the task the week following the clinical affiliation at a location determined by the ACCE and Program Chair.

#### METHODS OF EVALUATION:

The Clinical Instructor will evaluate the student's clinical performance using the online PTA Clinical Performance Instrument (PTA CPI). The ACCE will assign the final course grade based on the PTA CPI as well as additional course assignments. Criteria for satisfactory completion of this course is located in the Completion of Clinical Experiences section of the Clinical Education Manual.

## **Roles and Responsibilities of the Clinical Education Team**

### **Academic Coordinator of Clinical Education (ACCE)**

The ACCE is an academic faculty member employed by the educational institution to relate the students' clinical education to the curriculum. The ACCE is responsible for planning, directing, and evaluating the clinical education program for the academic institution. In addition, the ACCE is responsible for clinical site and clinical faculty development.

The ACCE is dedicated to facilitating students' successful completion of the clinical education curriculum by fulfilling the following responsibilities:

1. Assure that current written legal agreements are established between the academic institution and clinical education sites. A current signed agreement must be on file before a student is allowed to complete a clinical education experience at the clinical education site.
2. Assign all eligible students to clinical education experiences per program policies and procedures.
3. Orient students to the purpose, process and policies and procedures related to the clinical education curriculum.
4. Maintain open communication with each SCCE and/or CI before, during and after clinical education experiences.
5. Maintain reference information describing each clinical education site and its policies, procedures, and resources.
6. Develop new clinical education experiences that meet the guidelines, policies and procedures established by the program.
7. Provide pertinent and required course information to SCCEs, CIs, and students.
8. Evaluate material submitted by students for fulfillment of the requirements of each clinical education course.
9. Evaluate the students' clinical performance assessments and determine the course grade in compliance with program policies and procedures.
10. Facilitate resolution of challenges, conflicts, or problems that arise during the student's clinical education experience.
11. Terminate a student's clinical education experience if necessary and appropriate.
12. Arrange remediation experiences for students who are eligible for remediation.
13. Provide constructive feedback to clinical education sites as appropriate.
14. Assess clinical faculty development needs and provide training as appropriate.
15. Assign student grades for all clinical education courses.

### **Site Coordinator of Clinical Education (SCCE)**

The SCCE is an individual employed by the clinical education site who administers, manages, and coordinates clinical assignments and learning activities for students during the clinical education experience. The SCCE determines the readiness of clinicians to serve as Clinical Instructors and supervises the clinical experience. The SCCE communicates with the ACCE and academic faculty at the institution regarding student performance.

The SCCE is dedicated to facilitating successful completion of student experiences at their clinical site by fulfilling the following responsibilities:

1. Provide the philosophy of the clinical education site

2. Provide consistent student expectations.
3. Assure that there is a contractual agreement in place between Ivy Tech Community College and the clinical education site prior to allowing a student to complete a clinical education experience at the site.
4. Keep student records and information secure and confidential.
5. Provide student orientation which includes, at a minimum, information about safety, emergency and security procedures, department policies and procedures that may impact student performance and/or evaluation, and any other information pertinent to successful completion of a student clinical education experience.
6. Communicate with the ACCE regarding coordination of student assignments, student schedules, clinical education planning and evaluation, and clinical faculty development.
7. Maintain open communication with the ACCE about the clinical site and student clinical education experiences.
8. Assign physical therapists or physical therapist assistants who meet the Ivy Tech Community College Clinical Instructor requirements to serve as CIs.
9. Assist in planning and problem solving with the CI/student team in an effective and efficient manner.
10. Encourage feedback from students, the ACCE, CI and other interested individuals.
11. Evaluate the clinical education resources and needs of the site.
12. Manage and supervise the clinical education program at the site.

### **Clinical Instructor (CI)**

The Clinical Instructor is a physical therapist or physical therapist assistant employed by the clinical education site who is responsible for the direct instruction, guidance, and supervision of the physical therapist assistant student in the clinical education setting. The Clinical Instructor must be a licensed physical therapist or physical therapist assistant with a minimum of one year of full-time clinical experience.

The CI is dedicated to facilitating a successful learning experience for each student assigned to them to meet program and student learning objectives by fulfilling the following responsibilities:

1. Effectively structure the clinical education experience to offer the best learning opportunity for the student.
2. Submit current and required information to the ACCE.
3. Provide effective and efficient formative and summative feedback to students during clinical education experiences.
4. Complete all required paperwork for each assigned student.
5. Understand and abide by the clinical education policies and procedures of the Ivy Tech Community College PTA Program.
6. Provide assigned students with an orientation to the clinical site and any written and unwritten policies that impact student assessment.
7. Communicate with the ACCE when a student has been advised of unsatisfactory performance, unsatisfactory progress, or when a remediation plan has been initiated.
8. Provide students with appropriate supervision that will allow for evaluation of the student's skills, knowledge and attitudes.
9. Obtain informed consent from patients prior to treatment by PTA student.
10. Model professionalism and maintain a professional relationship with the student.



11. Hold current licensure as a PT or PTA and have a minimum of one year of clinical experience.

### **Physical Therapist Assistant Student**

The student is a learning worker who actively participates in a clinical education experience to apply and enhance classroom knowledge and skills.

The student should fulfill the following responsibilities:

1. Abide by all policies, procedures and requirements outlined in all clinical course syllabi and in the Clinical Education Manual.
2. Obtain informed consent from patients prior to treatment.
3. Take responsibility for learning.
4. Always demonstrate professionalism.
5. Inform the ACCE immediately if a problem related to clinical education is identified.
6. Abide by the requirements of the written agreement between the program and the clinical site.
7. Abide by assigned clinical education site's policies and procedures.
8. Fulfill all duties and assignments given by the SCCE, CI and/or ACCE.

### **References**

American Council of Academic Physical Therapy. (2018). *Physical therapist clinical education glossary*. Retrieved from [https://acapt.org/docs/default-source/pdfs/common-terminology-glossary-for-physical-therapist-clinical-education.pdf?sfvrsn=25978bd8\\_2](https://acapt.org/docs/default-source/pdfs/common-terminology-glossary-for-physical-therapist-clinical-education.pdf?sfvrsn=25978bd8_2).

Gwyer, J., Barr, J. S., & Talmor, Z. (1982). Selection of clinical education centers in physical therapy. *Journal of allied health, 11*(4), 272–281.

# Clinical Education Site Selection Process

## Pre-Clinical Site Scheduling and Communication

1. The ACCE ensures current clinical site affiliation contracts remain up to date throughout the year.
2. The ACCE sends clinical education experience request forms to facilities on March 1. The form specifies clinical rotation dates for Clinicals I, II, and III (PTAS 115, 205, and 215) for the following year.
3. The SCCE returns the clinical experience request form, indicating the availability of the facility to accommodate students for the following year.
4. The ACCE confirms clinical placements with responding facilities during the Fall Semester prior to clinical rotations. Pertinent clinical education information is sent to the SCCE six to eight (6-8) weeks prior to the start of the clinical rotation.
5. Students contact the SCCE at the assigned clinical sites by phone or email after being notified of the assignment.
6. Facilities are encouraged to contact the ACCE at any time should changes in its personnel, operations, or policies affect clinical education assignments and operations.

## Student Input

Ivy Tech Community College maintains Clinical Education Agreements with a variety of clinical education sites. Binders with information about these sites are in the ACCE office, and files containing pertinent information regarding clinical education sites are accessible through Ivy Learn.

A student who is aware of a clinical education site that is interested in establishing a clinical education agreement should give the following information to the ACCE at least six months in advance of the selection of the clinical education sites:

1. The name of the facility
2. The address and telephone number of the facility
3. The name of the contact person at the facility

**Students should NOT contact a clinical education site for any reason related to the Ivy Tech Community College PTA Program without the consent of the ACCE.**

Consideration will be given to the facility based on the following criteria:

- Location of facility
- Type of experience(s) offered
- Willingness to continue the affiliation long term
- Desire to accept and educate students
- Existing affiliation with other PT/PTA programs
- Established student program with learning objectives
- Clinical staff that possesses the expertise necessary for quality patient care, maintains ethical standards, and allows open exchange of ideas with students

- Adequate treatment and workspace for students
- SCCE with at least 2 years of clinical experience in good standing with the employer
- CI with at least 1 year of clinical experience, in good standing with the employer, and capable of providing appropriate and constructive feedback to students

## Selecting a Clinical Education Site

For Clinical I (PTAS 115) the ACCE provides students with a clinical site assignment based on available sites and the ability to focus on skills learned in PTAS 101, PTAS 106, PTAS 107, and PTAS 201.

For Clinicals II and III (PTAS 205 and PTAS 215) students provide the ACCE with a list of desired clinical sites and/or experiences. Sites with current clinical education agreements with the program are listed in the Clinical Education Manual. Information regarding each clinical education site is accessible through Ivy Learn or binders in the ACCE office. Students are encouraged to familiarize themselves with the clinical site information prior to making site preference selections.

When requesting clinical sites, students should consider the following guidelines:

- Seek a variety of clinical education experiences and complete only one rotation at any one clinical education site.
- Complete clinical education experiences in one inpatient setting, one outpatient setting, and a third rotation in an area of interest (based on clinical education site availability). Interest areas may include, but are not limited to, a rehabilitation center, skilled nursing facility, geriatrics, pediatrics, sports medicine, wound care, women's health, and aquatics.
- Avoid requesting assignment at a clinical education site where actively employed or requesting assignment to a Clinical Instructor who has served as a supervisor in a previous employment situation.
- Avoid requesting final assignment at a facility where a commitment of employment upon graduation exists.
- Students will not be assigned to more than one experience at a new clinical education site without permission from the ACCE. A new clinical education site is a site recently established that has not had any previous affiliating students.

The ACCE will distribute the sites according to the student's preferences using the following guidelines:

- First choice assignments are provided whenever possible and reasonable.
- Students who have recommended a new clinical education site may receive priority for assignment to that site.
- When more than one student lists a clinical education site as first choice, other factors will be considered (i.e., the variety of the student's clinical experience, type of site, size of site, specialty areas, etc.).

The ACCE will ultimately make the final decision regarding clinical education experience assignments to ensure each student receives a well-rounded clinical education experience. While every attempt is made to place students near their homes, students must be prepared for one-way commutes of up to one and one half (1.5) hours.

## Clinical Conferences

A pre-clinical conference is held for first year students no later than 6-8 weeks prior to the starting date of Clinical I (PTAS 115) and for second year students no later than 6-8 weeks prior to the starting date of Clinical II (PTAS 205). Information for both Clinicals II and III (PTAS 205 and 215) is provided at that meeting. During the pre-clinical conferences, the ACCE provides information regarding the Clinical Education Manual, clinical placement process, clinical expectations, clinical requirements, and the Clinical Performance Assessment using the CPI 3.0. Clinical assignments are provided no later than 6-8 weeks prior to the starting date of the clinical assignment.

Individual pre-clinical conferences are available at the student's request and may be required per faculty or facility request.

# **Clinical Education Sites with Established Clinical Education Agreements**

The following pages list clinical education sites with current clinical education agreements with the Ivy Tech Sellersburg PTA Program. Information about clinical sites is accessible through Ivy Learn or binders in the ACCE office.

## Hospitals

### **Baptist Healthcare**

Baptist Health Floyd, New Albany, IN  
Baptist Health La Grange, La Grange, KY  
Baptist Health Louisville, Louisville, KY  
Additional Sites Available

### **Clark Memorial Hospital**

### **Community Health Network**

Community Hospital North, Indianapolis, IN  
Community Hospital East, Indianapolis, IN  
Community Hospital South, Indianapolis, IN  
Additional Sites Available

### **Franciscan Healthcare**

### **Harrison County Hospital**

### **IU Health**

### **Kindred Hospital**

Kindred Hospital Indianapolis, Indianapolis, IN  
Kindred Hospital Indianapolis North, Indianapolis, IN  
Community Rehabilitation Hospital South, Greenwood, IN  
Kindred Hospital Louisville, Louisville, KY

### **King's Daughters' Hospital**

### **Norton Healthcare**

Norton Audubon, Louisville, KY  
Norton Brownsboro, Louisville, KY  
Norton Downtown, Louisville, KY  
Norton Women's and Children's, Louisville, KY

### **PAM Health Rehabilitation Hospital of Greater Indiana**

### **Robley Rex VA Medical Center**

## **Rush Memorial Hospital**

## **Schneck Medical Center**

## **UofL Health**

Frazier Rehab Institute, Louisville, KY  
University of Louisville Hospital, Louisville, KY  
Other Sites Available

## **Vibra Healthcare**

Southern Indiana Rehab Hospital, New Albany, IN

## Transitional Care/Skilled Nursing Facilities

### **American Senior Communities (ASC)**

Clark Rehab and SNF, Clarksville, IN  
Lake Pointe Village, Scottsburg, IN  
Meadowview, Salem, IN  
Riverview Village, Clarksville, IN  
Salem Crossing, Salem, IN  
The Timbers of Jasper, Jasper, IN  
Additional Sites Available

### **Cardon**

Lincoln Hills Health Center, New Albany, IN

### **CommuniCare**

Harrison Health and Rehab, Corydon, IN  
Indian Creek Health and Rehab, Corydon, IN  
Rolling Hills Healthcare Center, New Albany, IN  
Sellersburg Health and Rehab, Sellersburg, IN  
Wedgewood Healthcare Center, Clarksville, IN

### **Healthcare Therapy Services**

Four Seasons Retirement Center, Columbus, IN  
Villas of Guerin Woods, Georgetown, IN  
Nazareth Home, Louisville, KY  
Nazareth Home Clifton, Louisville, KY  
Springhurst Health and Rehab Center, Louisville KY  
Westminster Health and Rehab Center, Louisville, KY  
Additional Sites Available

### **Life Care Centers of America**

Green Valley Care Center, New Albany, IN  
Additional Sites Available

**Synergy Rehabilitation (Formerly Paragon Rehab)**

Arlington Place Health Campus, Indianapolis, IN  
Ashford Place Health Campus, Shelbyville, IN  
Autumn Wood Health Campus, New Albany, IN  
Bridgpointe Health Campus, Vincennes, IN  
Covered Bridge Health Campus, Seymour, IN  
Forest Park Health Campus, Richmond, IN  
Hearthstone Health Campus, Bloomington, IN  
Oakwood Health Campus, Tell City, IN  
Owen Valley Health Campus, Spencer, IN  
Prairie Lakes Health Campus, Noblesville, IN  
Ridgewood Health Campus, Lawrenceburg, IN  
River Terrace Health Campus, Madison, IN  
St. Andrews Health Campus, Batesville, IN  
St. Charles Health Campus, Jasper, IN  
Scenic Hills Care Center, Ferdinand, IN  
Silver Oaks Health Campus, Columbus, IN  
Springhurst Campus, Greenfield, IN  
Stone Bridge Health Campus, Bedford, IN  
Thornton Terrace Health Campus, Hanover, IN  
Villages at Historic Silvercrest, New Albany, IN  
Wellbrook of Carmel, Carmel, IN  
Forest Springs Health Campus, Louisville, KY  
Franciscan Health Care Center, Louisville, KY  
Glen Ridge Health Campus, Louisville, KY  
Park Terrace Health Campus, Louisville, KY  
Westport Place Health Campus, Louisville, KY  
Additional Sites Available

**Theracare**

Lutheran Home, Seymour, IN

## Outpatient Facilities

### **Advanced Rehabilitation, Inc**

Tell City, IN  
Jasper, IN  
Santa Claus, IN

### **Aptiva Health**

#### **Athletico Physical Therapy**

Bloomington, IN  
Columbus, IN  
Greenwood, IN  
Additional Sites Available

#### **ATI Physical Therapy**

Columbus, IN  
Bloomington, IN  
Additional Sites Available

#### **Baptist Health Physical Therapy**

Charlestown Road, New Albany, IN  
Concord Avenue, Corydon, IN  
Hwy 60, Sellersburg, IN  
River Ridge, Charlestown, IN  
State Street, New Albany, IN  
Veterans Parkway, Clarksville, IN  
Baptist Health Occupational Medicine-Fern Valley, Louisville, KY  
Baptist Health Occupational Medicine – Riverport, Louisville, KY  
Baptist Physical Therapy, Jeffersontown, KY  
Baptist Sports Medicine Eastpoint, Louisville, KY  
Additional Sites Available

#### **Beacon Orthopedics**

Batesville, IN  
Lawrenceburg, IN

#### **IU Health**

Paoli, IN  
South Clarizz Blvd, Bloomington, IN  
YMCA Northwest, Bloomington, IN

#### **King's Daughters' Physical Therapy**



## **KORT Physical Therapy**

Corydon, IN  
Clarksville, IN  
Georgetown, IN  
Jeffersonville, IN  
New Albany, IN  
Bardstown, KY  
Brandenburg, KY  
Crestwood, KY  
Downtown, Louisville, KY  
Elizabethtown Physical Therapy, Elizabethtown, KY  
English Station, Louisville, KY  
Fern Creek, Louisville, KY  
Goss Avenue, Louisville, KY  
JTown, Louisville, KY  
Partners in PT, Louisville KY  
Preston, Louisville, KY  
Old Brownsboro Crossing, Louisville, KY  
Shepherdsville, Shepherdsville, KY  
Shively, Louisville, KY  
Springhurst, Louisville, KY  
Additional Sites Available

## **Louisville Physical Therapy**

### **ProRehab**

Chenoweth, Louisville, KY  
Hillview, Louisville, KY  
Jeffersonville, Jeffersonville, IN  
Prospect, Prospect, KY  
West Louisville, Louisville, KY  
Additional Sites Available

### **PT Solutions**

Columbus East, Columbus, IN  
Columbus Regional, Columbus, IN  
St. Vincent Salem Hospital, Salem, IN  
St. Vincent Dunn Hospital, Bedford, IN  
Additional Sites Available

## **Results Physiotherapy**

### **Robley Rex VA Medical Center**

Leitchfield, KY  
Louisville, KY

### **Rudy J. Ellis Sports Medicine Center**

## **Schneck Medical Center**

### **Select Physical Therapy**

Columbus, IN  
East, Indianapolis, IN  
Franklin, Franklin, IN  
Greenwood, Greenwood, IN  
North, Indianapolis, IN  
West, Indianapolis, IN  
Additional Sites Available

### **UofL Health**

University of Louisville Outpatient PT, Louisville, KY

### **UofL Health - Frazier Rehab Institute**

Corydon, IN  
Clarksville, IN  
Jeffersonville YMCA, Jeffersonville, IN  
Bullitt County, Shepherdsville, KY  
Fern Valley, Louisville, KY  
Medical Center East, Louisville, KY  
Newburg, Louisville, KY  
Northeast, Louisville, KY  
Owsley Brown Frazier Sports Complex, Louisville, KY  
Springhurst Sports Medicine, Louisville, KY  
Southwest, Louisville, KY  
UofL Sports Medicine, Louisville, KY  
Additional Sites Available

## **Pediatric Specialty Clinics**

**KORT - All Kids Can Therapy Services**

**Bloom Pediatric Therapy**

**Home of the Innocents**

**Hopebridge**

# PTA Student Clinical Information

## Health Services and Emergency Care Health Examinations

### **ACCIDENTS AND ILLNESSES**

Ivy Tech Community College **does not** provide a health services center. Many community agencies are available to assist students seeking counseling or treatment. Students who experience illnesses should seek the advice of their family physician. If a student has an accident on college property, they should report the accident to campus security or the Office of Student Affairs. If a student suffers an accident or illness while attending classes, the student should notify the instructor or the PTA Program Chair. If paramedic services or hospitalization is required, the student is financially responsible. If emergency room treatment is required on clinical days, the student must be referred by the Clinical Instructor. The student will obtain care either from his or her personal physician or in the hospital emergency department as needed. Ivy Tech Community College carries student accident insurance, but the insurance will not cover illness; therefore, students are encouraged to have adequate healthcare insurance.

Students must provide complete emergency contact and care information on registration forms and should update as necessary. Current, accurate information is vital in an emergency situation.

### **COUNSELING SERVICES**

Ivy Tech Counseling is provided to enrolled students by a licensed mental health therapist. The service is **FREE** and **CONFIDENTIAL**. Counseling services are tailored to your needs and include but not limited to family issues, past trauma, grief, loss, relationship issues, and mental health issues (anxiety, depression, etc).

If you are someone is in an immediate crisis or thinking about suicide, please dial or text the **Suicide & Crisis Lifeline** at **988**. You will be able to speak to a skilled and trained crisis worker. This person will listen to you, understand how your problem is affecting you, provide you with support, and appropriate resources. The call is free and confidential.

Contact Pauletta Stewart at [Sellersburg-mentalhealth@ivytech.edu](mailto:Sellersburg-mentalhealth@ivytech.edu) to connect and set up an initial appointment.

### **STUDENT ACCIDENT INSURANCE**

For students registered in credit courses, the College provides accident insurance in a designated amount for injuries sustained while participating in College-sponsored activities. The activity must take place on College premises or on any premises designated by the College. Students are also covered while traveling to and from College-sponsored activities as a member of a group under College supervision. It is the student's responsibility to report injuries promptly to the instructor or to the Office of Student Affairs. The insurance is for a specified minimum amount of coverage. It is not intended to replace insurance coverage students may already have. Students should review their own coverage. The master insurance policy issued to Ivy Tech is on file at the central administrative office. The description of the hazards insured, benefits, and exclusions is controlled by the master policy. Students with questions may contact the regional Office of Student Affairs.

## **STUDENT HEALTH INSURANCE**

The Health Insurance Marketplace is designed to help you find health insurance coverage specific to your needs and budget through either your state or the U.S. Department of Health and Human Services. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Please visit [HealthCare.gov](https://www.healthcare.gov) for more information, including an online application for health insurance coverage and contact information for the Health Insurance Marketplace in your area.

## **Health Status**

Students with a fever or an acute contagious disease will not be allowed to attend clinicals or class. If an injury or a treatment prevents the student from performing clinical assignments, that student may not attend clinicals and will be counted absent. If hospitalized, the student must have a medical release from a physician before returning to the classroom or clinical rotation. **The medical release must be to return with NO RESTRICTIONS** unless waived by the PTA Program Chair.

## **PREGNANCY**

A student who is post-partum may return to classes and clinical experience after presenting the PTA Program Chair with a statement from a physician stating the date of return and that she may return with no restrictions. Attendance and performance requirements will not be altered for students who are pregnant or post-partum.

## **Infection Control and Immunization Records**

Each student is required to have the following on file at Ivy Tech Community College prior to starting clinical rotations. Failure to do so will result in failure to attend/complete clinical experiences:

1. A physical exam form completed at the student's expense by a healthcare provider of the student's choice, updated annually.
2. Required laboratory testing
  - Negative 2-Step TB Skin test, blood test, or chest x-ray (annually)
3. Immunization history or positive blood titer immunity for:
  - Tetanus-diphtheria
  - Measles, mumps, rubella (MMR)
  - Polio
  - Hepatitis B vaccine series (completed, started, or signed waiver)
  - Chicken pox
  - Influenza (annually)
  - COVID-19

## **School of Health Sciences - Vaccination and Proof of Immunity Requirements**

Students in the School of Nursing and the School of Health Sciences who, as part of their educational preparation are engaged in clinical or practice-based learning, are required to submit documentation of

immunity to communicable/infectious diseases as described in Academic Support and Operations Manual (ASOM) policy 4.15.

ASOM 4.15 defines clinical or practice-based learning as: Any course of study in which the student may be assigned to a healthcare or practice laboratory setting to meet course objectives. This includes, but is not limited to, assignment in any setting where a student provides direct patient care or patient care services, has direct contact with patients or their families in an observational role, has access to patients' health records, or is performing invasive healthcare procedures in a campus laboratory setting.

### **CLINICAL PLACEMENTS**

As guests of our clinical affiliates, the college is required to ensure students meet the requirements of the host site. If a student does not meet host site requirements, the site may refuse that student for a clinical experience.

Clinical site placement is complex. Assignments are selected for students based on a number of factors which include the ability of the clinical site to provide students with appropriate practice-based experiences as outlined in the college's Course Outline of Record and as required by the respective accrediting body. Clinical affiliates host thousands of healthcare students from multiple area institutions each semester. Arrangements are made weeks to months in advance of students going to clinical, and finding alternate placements may not be possible.

### **ACTIONS RELATED TO VACCINE REFUSAL**

As outlined in ASOM 4.15, students may choose to decline vaccination as required by the college or a clinical affiliate, however, such declination may result in refusal of the clinical affiliating agency to accept the student for clinical experiences. Further, students who decline vaccination will be required to complete an Immunization Declination form. Depending on specific clinical affiliating agency requirements, declining immunization may result in a failure to be approved for clinical lab participation and/or required clinical placement assignments and may result in the inability to progress through or graduate from the program.

### **Respirator Mask Fit Testing**

ITCC students enrolled in School of Health Science or School of Nursing programs requiring N95 masks to participate in clinical education should be:

1. Referred to clinical partners for medical examination and fit testing through their occupational health departments, or
2. Referred to an outside occupational healthcare facility for medical examination and fit testing, as permitted by the applicable program.

### **Cardiopulmonary Resuscitation**

All PTA students must have current American Heart Association Healthcare Provider CPR certification on file prior to starting clinical rotations.

## Criminal Background Check and Drug Screen

The Ivy Tech Community College School of Health Sciences requires Criminal Background Checks and Drug Screens for all School of Health Science students who will participate in clinical education.

All students accepted into the PTA program are required to complete a Criminal Background Check and Drug Screen, provided by an outside vendor, at the student's expense, prior to beginning technical classes in the PTA program. Completion of the screen is a condition of acceptance into the program. Screens must also be completed every year thereafter as a condition of continuing in the program. Failure to do so by the assigned deadline each year, will result in forfeiture of the student's spot in the program.

A clinical facility may request a copy of background check and/or drug screen records. The facility may also require a student to complete an additional background check or drug screen. The Criminal Background Check and Drug Screen will be conducted once per calendar year, at a minimum. The college, PTA program, and clinical agencies reserve the right to request more frequent testing, in accordance with college policy.

Before seeking employment as a Physical Therapist Assistant in the state of Indiana, one must take and pass the certification exam administered under the direction of the Indiana Health Professions Bureau. The possibility exists that a person who has been convicted of a crime may not be certified as a health practitioner in the State of Indiana. The Indiana Health Professions Bureau may choose to deny a person convicted of a crime the opportunity to sit for the certification examination even after satisfactorily completing the Ivy Tech Community College Associate of Science degree.

## Sharing of Personal Information with Clinical Sites

The ACCE will provide clinical sites with the name of the assigned student 6-8 weeks prior to the start of each clinical education experience. It is the student's responsibility to provide the clinical education site with additional contact information. Occasionally, clinical education sites will request a student's email address to initiate the onboarding process. In this instance, the ACCE will provide the site with the student's Ivy Tech email address. The ACCE will contact the student for permission to share any additional personal information.

Clinical education sites may require documented proof of physical examinations, immunization records, drug screening, and/or CPR certification. The ACCE maintains records of these programmatic requirements, but it is the student's responsibility to provide this information to clinical education site as requested. Occasionally, clinical education sites will require documentation to come directly from the ACCE. In these instances, the ACCE will only release personal protected health information for students who have a signed Healthcare Student Authorization for Use and Disclosure of Protected Health Information form on file.

## Student Expenses

Students must understand that by accepting an offer of admission into the Ivy Tech Community College PTA Program, they are responsible for all costs associated with Clinical Education. Students are

expected to secure funds for clinical attire, physical examinations, immunizations, CPR training, criminal background checks, and drug screenings. Additional costs that may be associated with clinical education include Castlebranch access for clinical education site onboarding, respirator mask fit testing, lodging, transportation to/from the clinical facilities, parking, and purchasing meals during working hours.

### Due Process and Complaints Outside of Due Process

The PTA Program will follow the Ivy Tech Student Grievance Policy as outlined in the Student Code of Rights and Responsibilities for student concerns. Complaints or concerns may be communicated from outside parties who are not normally covered under the college grievance policy or normal channels of due process. Such outside parties may include, but are not limited to, clinical affiliates, employers, former graduates, and the general public. For complaints outside normal due process, the complainant must submit the concern to the PTA Program Chair in writing within 30 days of the event. The Program Chair will be responsible for investigating the concern, including gathering necessary information from involved parties. The PTA Program shall not intimidate or take retaliatory action against any complainant or a relative of such a person who makes a complaint report in good faith and without malice. Upon completion of the investigation, the Program Chair will communicate the results to the complainant and implement appropriate actions, if any, which occur as a result of the investigation. Confidentiality of involved parties will be maintained at all times per Federal law, Ivy Tech, and PTA Program policy. The program chair will maintain records of the complaint, investigation, and resulting actions for a minimum of three (3) years following the written submission of the original complaint.

## **Clinical Expectations for PTA Students**

### **Communication with Site Coordinator of Clinical Education (SCCE)**

Students contact the SCCE of the assigned clinical education site via phone or email four to six (4-6) weeks prior to the beginning of the clinical education experience to finalize details of the experience. The student is expected to complete any paperwork, additional training, or provide documentation required by the clinical education site prior to initiation of the clinical experience. Students can use the following to guide the initial conversation with the facility's SCCE:

1. Introduce yourself and your school affiliation
2. Confirm scheduled dates at the affiliation and time to arrive on the first day
3. Confirm address of the facility and request directions to the Physical Therapy department
4. Request the name of and contact information for your Clinical Instructor
5. Inquire about the following:
  - Dress code of the facility
  - Parking arrangements and cost
  - Cafeteria and/or lunchroom facilities
  - Housing options (if needed)
  - Background check and drug screen requirements (If facility requires updated background check or drug screen, it will be performed at the student's expense.)
  - Immunization requirements
  - Orientation requirements (If required, schedule immediately)
6. Inquire if the facility requires students to complete respirator mask fit testing

Under no circumstances will the student change the start or end date of a clinical education experience. The ACCE will arrange any necessary changes with the SCCE or Clinical Instructor.

### **Communication with Clinical Instructors**

Communication is a crucial element of a successful relationship between the student and Clinical Instructor. Frequent informal meetings between the student and Clinical Instructor should be used to maintain open communication and address any problems or deficiencies before they escalate. If a student experiences a problem, or has a concern during the clinical education experience, the student should first discuss the issue with the CI. If an agreement or a resolution to the problem cannot be reached, the matter should be discussed with the SCCE and the ACCE immediately.



## Clinical Appearance

Professional appearance and cleanliness are vital requirements for all healthcare personnel. Students will wear well-pressed slacks and a shirt or blouse or conform to clinic's required dress code (i.e., scrubs, lab coat). A skirt is permissible if it is functional for patient treatment. Athletic shoes with socks are permissible in settings only if the shoes are clean and within the dress code of the clinical setting. Jeans, tee-shirts, and open-toe shoes are not permitted in the clinical setting. The dress code of the setting is the final authority. Attention to personal hygiene and grooming is expected.

### **NAME BADGE**

Ivy Tech Community College name badges must be worn during all clinical education experiences. Each student is responsible for obtaining a personal name badge. The personal name badge will include the student's first name, last initial, Ivy Tech logo and Student PTA.

### **JEWELRY**

Jewelry is permitted but must be in accordance with the policy of the clinical facility.

### **HAIR**

Hair must be clean and well kept. Hair length and style requirements differ from clinic to clinic. Students must follow clinical policies.

### **PERFUME**

Perfume should not be worn during the clinical rotation.

### **GUM**

Chewing gum is NOT permitted while in the clinical area.

### **PIERCINGS**

No piercings, other than a single stud earring in the ear lobes, are permitted at any time during any clinical education experience. Depending on specific clinical education site requirements, having gauged ears may result in failure to be approved for clinical placement and may result in the inability to progress through or graduate from the program. If clinical education site policy permits students to have ear gauges, they must be closed with plugs matching the student's skin tone.

### **TATTOOS**

All tattoos must be fully concealed under clothing or an appropriate cover.

The following policy has been adopted to address non-compliance with clinical appearance guidelines:

- **First Offense:** The Instructor and/or Program Chair or ACCE will meet with any student not meeting standards described in the dress code to discuss what corrections need to be made. This is the first warning.
- **Second Offense:** Any student not meeting standards described in the dress code will be removed that day from clinical experience and counted absent.

## Clinical Conduct

The student must always abide by the following guidelines:

1. Abide by the APTA Standards of Ethical Conduct for the Physical Therapist Assistant
2. Abide by the APTA Core Values for the Physical Therapist and Physical Therapist Assistant
3. Abide by HIPAA guidelines and respect patient confidentiality
4. Demonstrate Professional Behaviors (Previously Generic Abilities) at all times
5. Abide by the rules and regulations of the physical therapy department and/or clinical education site regarding work hours, billing procedures, dress code, preparation of treatment area, etc.
6. Maintain professionalism during interactions with all members of the patient care team.
7. Respect the integrity and rights of all persons.
8. Obtain verbal or written informed consent from the patient to receive treatment by a student and respect a patient's right to refuse treatment provided by a student.
9. Attend the clinical hours assigned by the facility and/or Clinical Instructor. Students must attend evening, weekend, and/or holiday hours if assigned by the facility and/or CI.
10. Arrive to the clinic on time. Tardiness is not acceptable.
11. Avoid making non-emergency personal calls during clinical hours. Phone use (calls and/or text messaging) is only allowed during breaks and non-instructional time.
12. Apply academic knowledge to the best of your ability.
13. Ask thoughtful questions.
14. Take advantage of free time by observing and assisting other therapists, disciplines and/or students.
15. Give full attention to clinical assignments during the scheduled time frame.
16. Complete all assignments assigned by the ACCE and/or the Clinical Instructor including, but not limited to, reading, in-service presentations, notes, home programs, special projects, etc.
17. Provide a thank you note to the Clinical Instructor and clinical education site at the conclusion of each clinical education experience.

Students and clinical education faculty are expected to adhere to regulatory statutes pertaining to supervision and documentation:

1. The supervising PT or PTA must be always physically on the premises when a student is working with patients. The student must contact the ACCE or Program Chair immediately if left unsupervised at any time.
2. According to the Kentucky State Practice Act, when a PTA acts as the full-time supervising Clinical Instructor, the supervising PT must perform at least 20% of the supervision of the student.
3. According to the Kentucky State Practice Act, the student's signature on documentation must be followed by "Physical Therapist Assistant Student" or "PTA Student". SPTA is an acceptable designation for a Student Physical Therapist Assistant in the State of Indiana and is supported by the APTA in the "Consumer Protection through Licensure of Physical Therapists and Physical Therapist Assistants" document.
4. The supervising Physical Therapist must authorize and sign all progress notes written by the PTA student.
5. If the student does not have access to enter documentation in a facility's electronic medical record, and completes parallel documentation on paper, the parallel documentation must be destroyed to prevent duplication of record.

## Clinical Attendance

Students will fulfill the 40-hour work week requirement by being present at the facility during day or evening hours, weekends, and holidays if scheduled to do so by the facility. Students should expect to be available Monday through Friday and occasionally on weekends from 7:00 am to 8:00 pm. Students must align their schedules with the Clinical Instructor's work hours, not vice-versa.

Tardiness is not acceptable. Arriving to the clinical education site more than 10 minutes late will result in a loss of professionalism points per the attendance policy and a recorded unexcused absence for that day. Each documented absence from the clinical education experience will result in a 3% deduction to the final course grade.

Clinical attendance is mandatory. Excused absences are considered for personal illness and/or bereavement of an immediate family member. A student is allowed one (1) excused absence from Clinical I (PTAS 115), and two (2) excused absences each for Clinical II (PTAS 205) and Clinical III (PTAS 215), unless otherwise stated in the course syllabus. If a student misses more than two (2) days due to illness, a doctor's excuse is required. All absences during Clinical I (PTAS 115) will need to be made up at the convenience of the Clinical Instructor. Absences greater than two (2) days during Clinical II (PTAS 205) and Clinical III (PTAS 215) will require additional clinical make-up time which will need to be arranged with the Clinical Instructor. If absences greater than two (2) days and/or 16 hours during a clinical rotation are not made up, an additional clinical rotation will be required. Students should refer to the course syllabus for penalties to the final course grade for excused absences that are not made-up.

In the event of inclement weather, the student should follow the inclement weather policies of the clinical facility, not the college campus. Students should make all reasonable attempts to attend if the clinical education site is open.

Any two days of No Call–No Show will be considered abandonment and will result in **automatic failure from the program.**

## Clinical Transportation

All necessary transportation to clinical education experience is the student's responsibility and is not provided by the school. Each student should plan to provide transportation to and from school and clinical education sites. Each individual clinical education site will provide instructions regarding parking, and students are expected to comply with parking designations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

## Standards of Ethical Conduct for the Physical Therapist Assistant

### **PREAMBLE**

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/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.

### **STANDARD 1**

Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

### **STANDARD 2**

Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

### **STANDARD 3**

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

### **STANDARD 4**

Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers and the public.

### **STANDARD 5**

Physical therapist assistants shall fulfill their legal and ethical obligations.

### **STANDARD 6**

Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skill, and abilities.

### **STANDARD 7**

Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

### **STANDARD 8**

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

APTA. (2020). *Standards of ethical conduct for the physical therapist assistant*.

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf)

## Core Values for the Physical Therapist and Physical Therapist Assistant

The core values guide the behaviors of physical therapists and physical therapist assistants to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist and physical therapist assistant activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the physical therapist assistant as the only individual who assists the physical therapist in practice, working under the direction and supervision of the physical therapist. The core values are defined as follows:

### Accountability

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

### Altruism

Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.

### Collaboration

Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

### Compassion and Caring

Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

### Duty

Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

### Excellence

Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

### Inclusion

Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.

### Integrity

Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring

fairness, following through on commitments, and verbalizing to others the rationale for actions.

### Social Responsibility

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

### Reference

APTA. (2021). *Core values for the physical therapist and physical therapist assistant*.

<https://www.apta.org/contentassets/1787b4f8873443df9ceae0656f359457/corevaluesptandptahodp09-21-21-09.pdf>

APTA Core Values [BOD PO5-04-02-03]

## Professional Behaviors

Through a study in 1991, the faculty of University of Wisconsin-Madison identified ten professional behaviors (generic abilities) required for success in the Physical Therapy profession. These professional behaviors were updated in 2010 to better represent the needs of a changing healthcare system, academic environment, and generational differences. The ten Professional Behaviors are defined below.

### **Critical Thinking**

- The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.

### **Communication**

- The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

### **Problem-Solving**

- The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

### **Interpersonal Skills**

- The ability to interact effectively with patients, families, colleagues, other healthcare professionals, and the community in a culturally aware manner.

### **Responsibility**

- The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.

### **Professionalism**

- The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

### **Use of Constructive Feedback**

- The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

### **Effective Use of Time and Resources**

- The ability to manage time and resources effectively to obtain the maximum possible benefit.

### **Stress Management**

- The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for self, patient/clients and their families, members of the health care team and in work/life scenarios.

### **Commitment to Learning**

- The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

## Reference

Generic Abilities were originally developed by May, W.W., Morgan, B.J., Lemke, J.C., Karst, G.M., Stone, H.L. (Spring 1995). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*. 9 (1), 3-6.

Professional Behaviors for the 21<sup>st</sup> Century were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities

## Expected Professional Conduct

The following is a list of professional conduct expected from Ivy Tech Sellersburg Physical Therapist Assistant Students during clinical education experiences. Failure to exhibit expected conduct or Professional Behaviors, uphold the Standards of Ethical Conduct for the Physical Therapist Assistant, or the Core Values of the PT and PTA may result in failure of the clinical rotation or dismissal from the Physical Therapist Assistant program.

- Be courteous and friendly
- Treat each person with dignity
- Be sensitive and respectful of each person's beliefs and cultural customs through appreciation of diversity
- Listen when others speak
- Show respect for others' opinions and concern
- Be generous in assisting and supporting others
- Maintain confidentiality
- Present a professional appearance and professional conduct
- Use resources wisely and effectively
- Respond to the needs of others in a caring, professional manner
- Be timely and accurate in fulfilling obligations
- Maintain a safe and clean environment
- Be honest and truthful in your actions
- Act and speak with respect, regardless of situation
- Accept responsibility and accountability for your actions
- Maintain the integrity of your work ethic
- Communicate with directness, honesty, compassion, and respect
- Identify and approach problem solving in a professional manner
- Raise issues to appropriate level of authority to allow for best resolution in proactive professional manner
- Consistently demonstrate appropriate clinical judgment and good clinical skills
- Build relationships and collaborate toward the common good
- Participate in efforts to better the community
- Be an advocate for those in need
- Bring a spirit of compassion in serving
- Put the needs of others before your own
- Reach out without hesitation or judgment
- Solicit diverse opinions and provide an opportunity for open discussion; entertain other perspectives
- Respect ideas and encourage freedom of expression
- Contribute beyond assigned limits
- Be flexible and willing to assist
- Be change agents in the spirit of cooperation; be open to change without negatively pre-judging



- Resolve conflict in a respectful manner
- Collaborate with staff in a friendly and cooperative manner
- Maintain awareness and adhere to rules, policies, procedures, including professional and accreditation standards of the school and clinic site
- Seek opportunities to grow professionally
- Anticipate the needs of others
- Serve with optimism, inspiration, and hope
- Strive for personal growth and formation by challenging yourself to set and meet goals
- Educate the patient, family and other appropriate personnel regarding the treatment plan and related procedures in a multidisciplinary manner as appropriate
- Participate in and provide staff in-service programs, case conferences, and staff meetings as required at specific clinic site
- Adhere to departmental dress code
- Provide patient care treatment in accordance with the state practice act for Physical Therapy

# **Clinical Education Evaluations**

## **Clinical Instructor's Evaluation of Student Performance**

The Clinical Instructor will informally assess the student's clinical performance weekly utilizing weekly goal setting forms. Formal (summative) assessment will be completed at the end of Clinical I (PTAS 115) and at midterm and final of Clinicals II and III (PTAS 205 and 215) using the PTA Clinical Performance Instrument (PTA CPI) 3.0. The student and Clinical Instructor will each complete the PTA CPI 3.0 and discuss the results during a scheduled conference.

The clinical education site may track a student's productivity level during a clinical education experience for learning purposes. A student's productivity performance should be addressed under criteria #11 (Resource Management) on the PTA CPI, in addition to other criteria based essential skills. Students are expected to be capable of maintaining 100% of a full-time, entry level physical therapist assistant's caseload by the end of the final clinical rotation to achieve Entry Level Performance on the PTA CPI 3.0.

## **Student's Evaluation of Clinical Experience**

The student formally evaluates the clinical education site and the Clinical Instructor prior to the completion of the clinical education experience. The results of the student's evaluation of the clinical education site must be shared with the Clinical Instructor prior to conclusion of the experience. The CI's signature is required on the Student Evaluation of Clinical Experience form to receive full points for the assignment. This form must be submitted to the ACCE at the completion of the clinical rotation. The evaluation will be shared with the facility's SCCE for site development and filed in the PTAS Student Resources in Ivy Learn for future student reference.

## **Site Visits**

During Clinical I (PTAS 115) the ACCE will contact the student and Clinical Instructor at least once by telephone or meet with them in person or virtually. During Clinical II (PTAS 205) and Clinical III (PTAS 215), the ACCE will contact the student and the Clinical Instructor at least once by telephone and/or meet with them in person or virtually. The ACCE will attempt to make either an on-site visit or virtual visit with each student at least once during Clinical II (PTAS 205) and Clinical III (PTAS 215). If this is not possible, telephone or email contact will be made. The ACCE will also attempt to make an on-site visit to sites with new Clinical Instructors and to newly affiliated sites. Students are encouraged to contact the ACCE at any time during the clinical experiences and can request additional site visits if necessary.

## Completion of Clinical Education Experiences

The ACCE will assign a course grade for each student based on results of the PTA CPI 3.0 for Clinical I (PTAS 115), Clinical II (PTAS 205), and Clinical III (PTAS 215), along with other course requirements as outlined in the course syllabus for each clinical education course.

### Criteria for Satisfactory Completion of Clinical Education Experience

1. Abide by the APTA Standards of Ethical Conduct for the Physical Therapist Assistant
2. Abide by the APTA Core Values for the Physical Therapist and Physical Therapist Assistant
3. Follow rules and regulations of the clinical education site regarding work hours, billing procedures, dress code, and preparation of treatment area.
4. Respect patient confidentiality. (Refer to the Confidentiality of Information form)
5. Maintain professionalism in all interactions and situations.
6. Respect the integrity and rights of all persons.
7. Complete all clinical assignments, additional readings, or activities assigned by the Clinical Instructor, SCCE, and/or ACCE. Submit all course assignments by posted deadlines.
8. Adhere to Attendance Policy
9. Provide a formal inservice presentation for Clinicals II and III (PTAS 205 and 215). The student is not required to complete an inservice for Clinical I (PTAS 115) unless required by the clinical facility.
10. Complete any learning contracts to satisfaction of ACCE, SCCE and CI.
11. Receive ratings from the Clinical Instructor that reflect an acceptable level of clinical performance on the PTA CPI 3.0 for Clinicals I, II, and III (PTAS 115, 205, and 215) as outlined in the course syllabi and in the Clinical Education Manual.

### Acceptable Levels of Clinical Performance

#### **PTAS 115**

- **Final** – Students must achieve a rating **at or above Advanced Beginner on all performance criteria and have no “significant concerns” identified on the PTA CPI 3.0.**
- If the student is at a clinical education site in which one or more of the technical/procedural domains of practice on the PTA CPI 3.0 is not observed, the student and CI should rate the item as N/A. The student and CI must clearly explain in the comment section that the domain was not observed and provide a reason why.

## PTAS 205

- **Midterm** - Students are expected to achieve a rating **at or above Advanced Beginner on all performance criteria of the PTA CPI 3.0**. If a student receives a rating below Advanced Beginner on any criteria or has a “significant concern” identified, a **Learning Contract** must be established by the student and Clinical Instructor for each deficient criterion to determine strategies for improvement.
- **Final** - Students must achieve a rating **at or above Advanced Intermediate on all performance criteria and have no “significant concerns” identified on the PTA CPI 3.0**.
- If the student is at a clinical education site in which one or more of the technical/procedural domains of practice on the PTA CPI 3.0 is not observed, the student and CI should rate the item as N/A. The student and CI must clearly explain in the comment section that the domain was not observed and provide a reason why.

## PTAS 215

- **Midterm** – Students are expected to achieve a rating **at or above Intermediate Performance on all performance criteria of the PTA CPI 3.0**. If a student receives a rating below Intermediate Performance on any criteria or has a “significant concern” identified, a **Learning Contract** must be established by the student and Clinical Instructor for each deficient criterion to determine strategies for improvement.
- **Final** – Students must achieve a rating of **Entry Level Performance on all performance criteria and have no “significant concerns” identified of the PTA CPI 3.0**.
- If the student is at a clinical education site in which one or more of the technical/procedural domains of practice on the PTA CPI 3.0 is not observed, the student and CI should rate the item as N/A. The student and CI must clearly explain in the comment section that the domain was not observed and provide a reason why. If the student has not met Entry Level Performance on the criteria during a previous clinical education experience, the student may be required to complete remediation with the ACCE to ensure Entry Level Performance before graduation.

## Criteria for Unsatisfactory Completion of Clinical Education Experiences

1. A documented infraction of the APTA Core Values for the Physical Therapist and Physical Therapist Assistant.
2. A documented infraction of the APTA Standards of Ethical Conduct for the Physical Therapist Assistant.
3. More than two (2) written infractions of rules and regulations of the clinical education site regarding work hours, billing procedures, dress code, or preparation of treatment area.
4. More than one (1) written infraction of failure to maintain patient confidentiality.
5. More than two (2) written infractions of professional behavior.
6. Two days of No Call – No Show will be considered abandonment and will result in **automatic failure from the program**.
7. Failure to complete minimum number of hours required at the clinical facility
8. Failure to complete clinical assignments given by the Clinical Instructor, SCCE, and/or the ACCE.

9. Failure to submit required program records and assignments by deadline.
10. Failure to achieve expected scores from the Clinical Instructor on the PTA CPI 3.0 as outlined in the Criteria for Satisfactory Completion of the Clinical Education Experience in the Clinical Education Manual.
11. Failure to complete any Learning Contracts to the satisfaction of the ACCE, SCCE, and/or CI.

## Results of Unsatisfactory Completion of Clinical Experience

Unsatisfactory completion of a clinical assignment will result in one of the following:

1. Extension of time at the same facility or at a different facility. If the student fails to successfully complete the time extension, the clinical must be repeated in its entirety.
2. Repeat of the entire clinical at a different facility for an equal length of time. If the student fails to successfully complete the repeated clinical, the student will be withdrawn from the Physical Therapist Assistant Program.
3. Withdrawal from the Physical Therapist Assistant Program.

## Submitting Assignments

All required forms and assignments must be completed and submitted electronically through Ivy Learn by the end of the final date of the clinical education experience, unless otherwise specified by the ACCE. Failure to complete required forms will adversely affect the student's grade in the course and may be grounds for failure of the clinical course. If the ACCE requires in-person submission of assignments, they must be handed directly to a PTA faculty member. Clinical forms required for each clinical education experience include:

- Week One Checklists (Student and Clinical Instructor Forms)
- Weekly Goal Setting Forms
- Student Evaluation of Clinical Experience
- Student Evaluation of Clinical Instructor
- Attendance Summary
- Learning Contract (if required during clinical rotation)

## Competency

Prior to Clinical I (PTAS 115), students are required to complete assessments aimed to ensure competency in performance of skills identified by core faculty as essential to assess. Students are provided with a list of skills and knowledge requirements prior to competency testing. In the week prior to the start of Clinical I, students' skills and knowledge are assessed by core academic faculty. Students receive immediate feedback on their performance and remediation for any deficient skill or knowledge. Students are required to achieve 100% on knowledge assessments and a satisfactory rating on all skills assessments to participate in PTAS 115. Students who do not meet these requirements may experience a delay in starting clinical coursework.

Though the PTA Program curriculum prepares each student to be competent as an entry-level PTA, there are treatment techniques that students may encounter in the clinic setting that they have not been exposed to in the academic classroom or laboratory setting. In this case, it is at the discretion of the Clinical Instructor as to whether to instruct the student in an unfamiliar treatment technique. Should the Clinical Instructor choose to instruct the student, the CI must ensure that the student has demonstrated competency in this technique prior to performing it on a patient. The Clinical Instructor accepts the responsibility for determining the student's preparedness for performing the technique with an appropriate patient. Students should not be permitted to perform a technique they have learned in the clinic setting on a patient until they have demonstrated safety and competency with the skill, which should be documented by the Clinical Instructor.

### Continuing Education Certificates

The ACCE will provide CEU Certificates for Clinical Instructors in accordance with the State Practice Act governing the facility. CEU Certificates will be emailed to each Clinical Instructor within 4 weeks following the conclusion of the clinical rotation. Students are responsible for providing requested information through an online survey platform prior to the conclusion of the clinical rotation to ensure that all Clinical Instructors and/or supervisors receive appropriate CEUs. If a student has multiple Clinical Instructors and/or supervisors, the Clinical Instructors are responsible for determining what percentage of the CEUs each individual should be awarded based on the level of instruction provided.

For example: If two Clinical Instructors equally shared clinical supervision, each Clinical Instructor should expect 50% of CEU credit (Jane Doe, PTA 50% and Jim Smith, PTA 50%)

According to the Kentucky State Practice Act, when a PTA acts as the full-time supervising Clinical Instructor, the supervising PT must perform at least 20% of the supervision of the student. In this case, the PTA will receive up to 80% of the CEU credit for supervision of a student in the State of Kentucky.

For example: Jane Doe, PTA receives 80% and Jim Smith, PT, DPT receives 20%.

## **Clinical Education Forms**

The following section contains all forms related to the Clinical Education Curriculum. Students can also access required clinical forms in Ivy Learn.

Student Profile

Weekly Progression Guide PTAS 115 – Clinical I

Weekly Progression Guide PTAS 205 – Clinical II

Weekly Progression Guide PTAS 215 – Clinical III

Week One Checklist - Student Form

Week One Checklist - Clinical Instructor Form

Weekly Goal Setting Form

Learning Contract

Clinical Attendance Log

Student Evaluation of Clinical Experience

Student Evaluation of Clinical Instructor

Clinical Instructor Profile

Clinical Site Contact

Clinical Education Acknowledgements

Confidentiality of Information

Healthcare Student Authorization for Use and Disclosure of Protected Health Information



## Student Profile

Date of Affiliation		Clinical Rotation	<input type="checkbox"/> 115 (3 weeks) <input type="checkbox"/> 205 (7 Weeks) <input type="checkbox"/> 215 (7 Weeks)
Facility			

Student Contact Information			
Student Name			
Mailing Address			
Email Address		Cell Phone	

Learning Objectives	
Prior Clinical Experience	
Prior Work Experience	
Preferred Learning Styles	
Areas of Strength	
Opportunities for Growth	
Goals for this Clinical Rotation	
Additional Comments or Information	

Medical Information and Emergency Contact			
Emergency Contact		Relationship	
Cell Phone		Alternate Phone	
Physician		Physician Phone Number	
Medical Insurance Information			
Allergies			
Other Health Information			



### Clinical Information

PTAS 115 is the student's first clinical educational experience. The student has completed classroom courses addressing the following topics prior to starting this clinical education experience: basic gait training, active/passive ROM, positioning and draping, kinesiology, goniometry in standard positions, manual muscle testing, treatment of the patient with orthopedic conditions, pathology, administration, ethics, and physical agents and modalities. Upon returning to the classroom in the fall, the student will receive instruction addressing treatment of patients with neurological conditions, amputations, wound care, and other special populations.

By the end of this clinical experience, the student should achieve Advanced Beginner Performance for all performance criteria on the PTA CPI.

### Progression Guide

The following is provided for the Clinical Instructor to have a guide for progression of participation and skill acquisition for the PTAS 115 Clinical I affiliation. This guide is not intended to restrict the judgment of the Clinical Instructor. A student may progress at a different pace than these guidelines recommend. It is at the discretion of the Clinical Instructor to modify the pace of learning as appropriate.

#### Day One

1. Facility orientation including tour, policies and procedures, safety procedures, emergency response, HIPAA compliance, protocols, introduction to other staff members
2. Establishment of general expectations of the student and Clinical Instructor for this experience
3. Establish learning objectives for the clinical education experience
4. Review of required academic course assignments and expectations

#### Week One

1. Student should consistently introduce self and role to patients with rare prompting from Clinical Instructor.
2. Student should start performing chart reviews to locate a patient's medical history, diagnosis, POC, and previously performed interventions with guidance from the Clinical Instructor.
3. Student should start participating in treatment of patients with non-complex conditions and other patients at the discretion of the Clinical Instructor. Examples of opportunities to participate in treatment include, but are not limited to, performing goniometry in standard positions, MMT, exercise instruction, and modality application.
4. Student should arrive to facility on time, in appropriate dress, and demonstrate professional behaviors consistently without instruction or prompting from the Clinical Instructor.

### **Week Two**

1. Student should consistently greet and receive patients for therapy sessions with minimal guidance.
2. Student should perform chart reviews with decreased guidance from Clinical Instructor.
3. Student should participate in treatment of patients with non-complex conditions and progress in competence of performance or require less guidance from the Clinical Instructor.
4. Student should educate patients/clients on basic therapeutic exercises with guidance from the Clinical Instructor.
5. Students should start documentation of patient interactions. Students should be proficient at entering relevant subjective information and require guidance for documenting objective information per facility standards. If student access to documentation is not available at the facility, an alternative documentation assignment should be established for student practice.

### **Week Three**

1. Student should greet and receive patients for therapy sessions without guidance.
2. Student should continue to perform chart reviews with less guidance from Clinical Instructor
3. Student should make appropriate recommendations for exercise progression for patients with non-complex conditions, following the established plan of care.
4. Student should manage patients/clients with non-complex conditions with supervision of the Clinical Instructor 75-90% of the time and patients/clients with more complex conditions with supervision 100% of the time

<p><b>Final Clinical Expectation:</b> Student will achieve Advanced Beginner Performance rating for all performance criteria on the PTA CPI.</p>
--



## Weekly Progression Guide PTAS 205 – Clinical II

### Clinical Information

PTAS 205 is the student's second of three clinical rotations. The student has completed all classroom instruction and will have one more clinical rotation immediately following completion of this experience. By the end of this clinical experience, the student should achieve Advanced Intermediate Performance for all performance criteria on the PTA CPI.

### Progression Guide

The following is provided for the Clinical Instructor to have a guide for progression of participation and skill acquisition for the PTAS 205 Clinical II affiliation. This guide is not intended to restrict the judgment of the Clinical Instructor. A student may progress at a different pace than these guidelines recommend. It is at the discretion of the Clinical Instructor to modify the pace of learning as appropriate.

#### Day One

1. Facility orientation including tour, policies and procedures, safety procedures, emergency response, HIPAA compliance, protocols, introduction to other staff members
2. Establish general expectations of the student and Clinical Instructor for this experience
3. Establish learning objectives for the clinical education experience
4. Review required academic course assignments and expectations

#### Week One

1. Student should independently introduce self and role to patients upon meeting with rare prompting from the Clinical Instructor
2. Student should perform chart review to locate a patient's medical history, diagnosis, POC, and previously performed interventions with guidance from the Clinical Instructor
3. Student should start participating in treatment of patients with non-complex conditions and other patients at the discretion of the Clinical Instructor. Students should require guidance treating patients with non-complex conditions up to 90% of the time, and other patients as assigned by the Clinical Instructor up to 100% of the time.
4. Student should document subjective portions of daily treatment notes with minimal corrections from the Clinical Instructor
5. Student should arrive to facility on time, in appropriate dress, and demonstrate professional behaviors consistently without instruction or prompting from the Clinical Instructor

## Week Two

1. Student should consistently greet and receive patients for therapy sessions with minimal guidance or prompting from the Clinical Instructor
2. Student should continue to perform chart reviews with progressively less guidance from the Clinical Instructor.
3. Student should be assigned a caseload of a minimum of 1-2 patients with non-complex conditions each day.
4. Student should require progressively less guidance from the Clinical Instructor to competently treat and educate familiar patients
5. Student should be proficient documenting relevant subjective information in daily treatment notes with rare corrections and document objective portions of daily treatment notes with minimal corrections from the Clinical Instructor. If student access to documentation is not yet available, an alternative documentation assignment should be established for student practice.

## Week Three

1. Students should greet and receive patients for therapy sessions without guidance or prompting.
2. Student should continue to perform chart review with progressively less guidance from the Clinical Instructor
3. Student should be assigned a caseload of a minimum of 2-3 familiar patients with non-complex conditions each day. Introduction of patients with more complex conditions is at the discretion of the Clinical Instructor.
4. Student should require progressively less guidance from the Clinical Instructor to competently treat, progress, and educate familiar patients. Student should require guidance no more than 90% of the time when treating patients with non-complex conditions.
5. Student should document relevant subjective information independently and require progressively less guidance documenting other required components of documentation.
6. Student should independently identify any contraindications to treatment of current patient caseload.

**Midterm Evaluation:** The midterm PTA CPI assessment should be completed sometime between the end of weeks 3 and 4.

**Midterm Clinical Expectation:** Student will achieve Advanced Beginner Performance rating on all items of the PTA CPI.

If the student has not reached this expectation by midterm, the Clinical Instructor should contact the ACCE and establish a Learning Contract.

#### **Week Four**

1. Student should perform thorough and accurate chart reviews for familiar and unfamiliar patients without guidance from the Clinical Instructor.
2. Student should be proficient gathering relevant subjective and objective data necessary to determine a patient's appropriateness for participation in physical therapy intervention.
3. Student should be assigned 30-40% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should include patients with minimally complex conditions and those with more moderate to high complexity at the discretion of the CI.
4. Student should require progressively less guidance from the Clinical Instructor to competently treat, progress, and educate both familiar and newly introduced patients. Student should require guidance no more than 80% of the time when treating patients with minimally complex conditions. Student may require guidance up to 100% of the time treating patients with more complex conditions.
5. Student should produce accurate documentation for the assigned caseload with minimal corrections from the Clinical Instructor.
6. Student should complete required documentation for the assigned caseload with some additional time provided by the Clinical Instructor.

#### **Week Five**

1. Student should be assigned 45-55% of caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should include mostly patients with minimally complex conditions and some with moderate complexity. Patients with higher complexity can be added at the discretion of the CI.
2. Student should require progressively less guidance from the Clinical Instructor to competently treat, progress, and educate familiar and newly introduced patients. Student should require guidance no more than 70% of the time when treating patients with minimally complex conditions. Student may require guidance up to 95% of the time treating patients with more complex conditions.
3. Student should be proficient at providing rationale for patient/client progression or regression
4. Student should produce accurate documentation for the assigned caseload with occasional corrections from the Clinical Instructor.
5. Student should complete required documentation for the assigned caseload with some additional time provided by the Clinical Instructor.
6. Student should report accurate billing for treatment provided with rare corrections from the Clinical Instructor.

### Week Six

1. Student should be assigned 55-65% of caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should include patients with minimally to moderately complex conditions and those with more complex conditions at the discretion of the Clinical Instructor.
2. Student should require progressively less guidance from the Clinical Instructor to competently treat, progress, and educate familiar and newly introduced patients. Student should require guidance no more than 60% of the time when treating patients with minimally complex conditions. Student may require guidance up to 85% of the time treating patients with more complex conditions.
3. Student should complete required documentation for the assigned caseload with additional time provided for more complex documentation.

### Week Seven

1. Student independently asks patients/clients appropriate questions related to their conditions to determine appropriateness for therapy participation. Student also independently asks follow up questions during interactions to determine response to treatment.
2. Student should manage 65-75% of the expected caseload of a newly graduated Physical Therapist Assistant who is working full time at your facility. The caseload should include patients with all levels of complexity.
3. Student should manage patients/clients with non-complex conditions with <50% supervision and patients with complex conditions with supervision 25-75% of the time.
4. Student should produce thorough and accurate documentation with rare corrections from the Clinical Instructor.
5. Student should produce and submit required documentation in a timely manner within allotted work hours.
6. Student should communicate effectively with all members of the healthcare team and proficiently switch between using medical and layman terminology depending on the communication recipient.

**Final Clinical Expectation:** Student will achieve Advanced Intermediate Performance for all performance criteria on the PTA CPI. If the student has not reached this expectation by the conclusion of this clinical rotation, the ACCE will contact the Clinical Instructor to provide additional feedback or documentation of the student's performance.



## Weekly Progression Guide PTAS 215 – Clinical III

### Clinical Information

PTAS 215 is the student's final clinical rotation. The student has completed all classroom instruction and will prepare for graduation after completion of this rotation. By the end of this clinical experience, the student should achieve Entry Level Performance for all performance criteria on the PTA CPI.

### Progression Guide

The following is provided for the Clinical Instructor to have a guide for progression of participation and skill acquisition for the PTAS 215 Clinical III affiliation. This guide is not intended to restrict the judgment of the Clinical Instructor. A student may progress at a different pace than these guidelines recommend. It is at the discretion of the Clinical Instructor to modify the pace of learning as appropriate.

#### Day One

1. Facility orientation including tour, policies and procedures, safety procedures, emergency response, HIPAA compliance, protocols, introduction to other staff members
2. Establish general expectations of the student and Clinical Instructor for this experience
3. Establish learning objectives for the clinical education experience
4. Review required academic course assignments and expectations

#### Week One

1. Student should independently introduce self and role to patients upon meeting with rare prompting from the Clinical Instructor
2. Student should perform chart review to locate a patient's medical history, diagnosis, POC, and previously performed interventions with guidance from the Clinical Instructor
3. Student should be assigned ~10-20% of the expected caseload of a newly graduated Physical Therapist Assistant who is working full time at your facility. The caseload should include patients with minimally complex conditions. Introduction of patients with more complex conditions is at the discretion of the Clinical Instructor.
4. Student should document subjective and objective portions of daily treatment notes with minimal corrections from the Clinical Instructor.
5. Student should arrive to facility on time, in appropriate dress, and demonstrate professional behaviors consistently without instruction or prompting from the Clinical Instructor

**Week Two:**

1. Student should consistently greet and receive patients for therapy sessions with rare guidance or prompting from the Clinical Instructor.
2. Student should continue to perform chart reviews with progressively less guidance from the Clinical Instructor.
3. Student should be assigned 20-40% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should be primarily composed of patients with simple to minimally complex conditions. Patients with more complex conditions can be added at the discretion of the Clinical Instructor.
4. Student should require clinical guidance less than 75% of the time managing patients with simple conditions and up to 100% of the time managing patients with more complex conditions.
5. Student should be completing all aspects of required documentation with rare corrections for subjective and objective information and minimal corrections for other components. Student will likely require additional time to complete required documentation.

**Week Three:**

1. Student should greet and receive patients for physical therapy session without guidance or prompting from the Clinical Instructor.
2. Student should be proficient at gathering appropriate subjective and objective data to determine if the patient is appropriate to participate in physical therapy with rare guidance from the Clinical Instructor.
3. Student should be proficient at performing chart reviews to obtain necessary information for patient treatment.
4. Student should be assigned 30-50% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should be mostly composed of patients with minimally complex conditions and some with higher complexity.
5. The student should require clinical guidance less than 50% of the time managing patients with simple conditions and up to 75% of the time managing patients with complex conditions.
6. Student should be completing all aspects of required documentation with fewer corrections and in less time than previous week.

**Midterm Evaluation:** The midterm PTA CPI assessment should be completed sometime between the end of weeks 3 and 4.

**Midterm Clinical Expectation:** Student will achieve Intermediate Performance rating on all items of the PTA CPI.

If the student has not reached this expectation by midterm, the Clinical Instructor should contact the ACCE and establish a Learning Contract.



**Week Four:**

1. The student should be able to adjust patient/therapist schedules as needed with minimal guidance from the Clinical Instructor.
2. The student should be assigned 50-60% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should be comprised of patients with varying levels of complexity.
3. The student should require clinical guidance less than 40% of the time managing patients with simple conditions and up to 50% of the time managing patients with complex conditions.
4. Student should be completing all aspects of daily documentation with fewer corrections and in less time than the previous week.
5. Student should be correctly identifying appropriate billing for patient services with rare correction from the Clinical Instructor.

**Week Five:**

1. The student should be able to adjust patient/therapist schedules as needed without guidance from the Clinical Instructor
2. The student should be assigned 60-80% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should be comprised of patients with varying levels of complexity.
3. The student should require clinical guidance less than 25% of the time managing patients with minimally complex conditions and up to 50% of the time managing patients with complex conditions.
4. Student should be completing all aspects of required documentation with rare corrections. Student will likely still require some additional time to complete documentation.
5. Student should be correctly identifying appropriate billing for patient services independently.

**Week Six:**

1. The student should be assigned 85-90% of a caseload that would be considered appropriate for a new graduate PTA at your facility. The caseload should be comprised of patients with varying levels of complexity. Student should also be able to add unfamiliar patients to their caseload as needed to assist other clinicians in the facility.
2. Student should require clinical guidance less than 15% of the time managing patients with minimally complex conditions and up to 25% of the time managing patients with complex conditions.
3. Student should be completing all aspects of required documentation without corrections. Student should be completing documentation in less time than the previous week.

## Week Seven

1. Student should manage 100% of the expected caseload of a newly graduated Physical Therapist Assistant who is working full time at your facility. The caseload should include patients with all levels of complexity.
2. Student should independently manage patients/clients with conditions of various levels of complexity under the legally required Clinical Instructor or Physical Therapist supervision.
3. Student should produce thorough and accurate documentation for the assigned caseload without correction from the Clinical Instructor.
4. Student should produce and submit required documentation in a timely manner within allotted work hours.
5. Student should effectively recognize when referral to another healthcare provider is necessary to best meet the patient's needs or goals.
6. Student should adequately educate patients, caregivers, and colleagues using effective methods for the intended audience.
7. Student should independently communicate with the supervising Physical Therapist without facilitation from the Clinical Instructor.

**Final Clinical Expectation:** Student will achieve Entry Level Performance rating for all performance criteria on the PTA CPI.

If the student has not reached this expectation by the conclusion of this clinical rotation, the ACCE will contact the Clinical Instructor to provide additional feedback or documentation of the student's performance.



## Week One Checklist Student Form

The Week One Checklist provides immediate feedback to the clinical education team about orientation, student expectations, and communication. It may also identify potential areas of concern early in the clinical experience. The student should complete this form at the end of day 2 for PTAS 115 (Clinical I), and at the end of the first week for PTAS 205 (Clinical II) and PTAS 215 (Clinical III). The CI will complete a similar form. The student and CI should meet to review and discuss the forms.

Student Name:		Date:	
CI Name:		Facility:	
Clinical Rotation: <input type="checkbox"/> I (115) <input type="checkbox"/> II (205) <input type="checkbox"/> III (215)			

**Instructions:** Check the selections that currently apply to your clinical experience. Contact the ACCE if there are any unresolved issues after discussing the Week One Checklist with your Clinical Instructor.

- 1. Orientation to the facility and department was sufficient.
- 2. Facility and Department Policies and Procedures have been made available.
- 3. My Clinical Instructor and Supervising Physical Therapist have been clearly identified.
- 4. Open and effective communication has been established between student and CI.
- 5. Goals and learning objectives for this affiliation have been discussed.
- 6. I know what is expected of me for this affiliation.
- 7. I feel comfortable with the level of supervision provided currently.
- 8. I have participated in direct patient care under the supervision of my CI.
- 9. My CI provides timely and constructive feedback.
- 10. My CI is open to questions and answers them effectively.

<b>Verification of Understanding</b>
I understand that I may contact the ACCE, Shelley Siebert ( <a href="mailto:msiebert7@ivytech.edu">msiebert7@ivytech.edu</a> or 812-246-3301 ext. 4537) with questions or concerns at any time throughout this clinical education experience.
PTA Student Signature:




## Week One Checklist Clinical Instructor Form

The Week One Checklist provides immediate feedback to the clinical education team about orientation, expectations, and communication. It may also identify potential problems early in the clinical rotation. The Clinical Instructor should complete this form at the end of day 2 for PTAS 115 (Clinical I), and at the end of the first week for PTAS 205 (Clinical II) and PTAS 215 (Clinical III). The student will complete a similar form. The student and CI should meet to review and discuss the forms.

Student Name:	Date:
CI Name:	Facility:
Clinical Rotation: <input type="checkbox"/> I (115) <input type="checkbox"/> II (205) <input type="checkbox"/> III (215)	

**Instructions:** Check the selections that currently apply to your student. Contact the ACCE if there are any unresolved issues after discussing the Week One Checklist with your student or if you have any concerns regarding the student's performance.

- 1. Arrives on time, wears professional attire, and is appropriately groomed
- 2. Arrives prepared and eager to participate in the clinical education experience
- 3. Actively seeks feedback and guidance from CI
- 4. Accepts constructive feedback without defensiveness
- 5. Utilizes unstructured time constructively
- 6. Abides by facility policies and procedures
- 7. Demonstrates good safety awareness during patient interactions
- 8. Demonstrates knowledge and skill appropriate to the level of education
- 9. Obtains necessary patient information prior to initiating treatment
- 10. Demonstrates effective verbal and non-verbal communication

Verification Statement
I acknowledge that I can access the Ivy Tech Sellersburg PTA Clinical Education Manual online by scanning the provided QR code and selecting the Sellersburg campus under Local Program Contacts & Info. I also understand that I may contact the ACCE, Shelley Siebert ( <a href="mailto:msiebert7@ivytech.edu">msiebert7@ivytech.edu</a> or 812-246-3301 ext. 4537) with questions or concerns at any time throughout this clinical education experience.
<div style="float: right; text-align: center;">  </div>          Clinical Instructor Signature:



## Clinical Education Curriculum Weekly Goal Setting Form

**Instructions** – At the conclusion of each week, reflect on the student’s performance in the Weekly Summary section. Topics to address include student strengths, progress, feedback, and/or areas for potential growth. Consider performance in the cognitive, psychomotor, and affective learning domains. Together, document how many SMART (Specific, Measurable, Attainable, Relevant, Time Based) goals were met within the week and establish **at least three** (3) SMART goals to work toward the following week. Lastly, identify strategies to achieve the established goals.

### Summary for Week #

CI’s Weekly Summary:

Student’s Weekly Summary:

### Number of Goals Met from Previous Week:

SMART Goals for the Upcoming Week

- 1.
- 2.
- 3.

Strategies to Achieve Goals for the Upcoming Week:

---

CI Signature

Student Signature



## Learning Contract

A learning contract must be established for any student whose performance creates, or continues to be, a level of concern that requires additional practice or study (provided by either the clinical facility or academic program), or if one of the following scores is received on the midterm assessment:

- Below Advanced Beginner Performance for **any** criteria on PTA CPI during Clinical II (PTAS 205)
- Below Intermediate Performance for **any** criteria on PTA CPI during Clinical III (PTAS 215)
- 

**The Clinical Instructor must notify the student and ACCE immediately if a deficient clinical skill is identified. The student and CI must develop a plan for remediation of the deficient skill(s). A visiting faculty member must approve the remediation plan and sign this form.**

Clinical skill(s) of concern (be specific):

Plan for remediation to ensure competency by completion of rotation:

---

Student Signature

---

Clinical Instructor Signature

---

Faculty Signature

---

Date



# Clinical Attendance Log

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

Clinical Rotation: I II III (Circle One)

	Date	Time In	Time Out	Total Hours	CI Signature*
<b>Week One</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>Week Two</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>Week Three</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

\*A signature is required from **each** clinician who provided student supervision on that day.

Any changes to should be made by making a line through the error, making the correction, and adding initials from both the student and the Clinical Instructor. Ex: ~~5:00~~ error SS/ES 5:15

**Total Hours of Attendance:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

Minimum of 112 hours to pass PTAS 115 – Clinical I

	Date	Time In	Time Out	Total Hours	CI Signature*
<b>Week Four</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>Week Five</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>Week Six</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
<b>Week Seven</b>					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

\*A signature is required from **each** clinician who provided student supervision on that day.

Any changes should be made by making a line through the error, making the correction, and adding initials from both the student and the Clinical Instructor. Ex: ~~5:00~~ error SS/ES 5:15

**Total Hours of Attendance:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

Minimum of 264 hours to pass PTAS 205/215 – Clinical II/III





## Student Evaluation of Clinical Experience

The purpose of the Student Evaluation of Clinical Experience is to collect information about the clinical site that can help to facilitate future clinical placements, assist students in preparing for future clinical education experiences, and assess the learning experience. After completing this form, the student should share the information with the Clinical Instructor and the facility's SCCE. This form will be posted in Ivy Learn for future students to reference when preparing for future clinical education experiences.

Student Name:	
Clinical Rotation:	<input type="checkbox"/> PTAS 115 <input type="checkbox"/> PTAS 205 <input type="checkbox"/> PTAS 215
Dates of Experience:	To

Facility Contact Information	
Facility:	
Address:	
Phone Number:	
Website:	

SCCE Contact Information	
SCCE Name:	
SCCE Phone Number:	
SCCE Email Address:	
Preferred Method(s) of Contact	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other (please specify)

Rehab Director Contact Information	
Rehab Director Name:	
Rehab Director Phone Number:	
Rehab Director Email Address:	

Facility Information	
Type of Experience:	<input type="checkbox"/> Inpatient <input type="checkbox"/> Outpatient Comments:
Typical Hours of Operation:	
Number of Beds (Inpatient Only):	
Average Number of Patients Treated Daily:	
Types of Patients Commonly Treated:	

Lifespan of Patients Commonly Treated During Clinical Rotation:	Ages 0-12 <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often Ages 13-21 <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often Ages 22-65 <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often Ages 65+ <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often
Special Learning Experiences Available at Facility:	<input type="checkbox"/> Administrative Activities <input type="checkbox"/> Aquatics <input type="checkbox"/> Blood Flow Restriction <input type="checkbox"/> Clinics <input type="checkbox"/> Continuing Education Courses <input type="checkbox"/> Cupping <input type="checkbox"/> Diagnostic Testing <input type="checkbox"/> Family Conferences <input type="checkbox"/> Home Visits <input type="checkbox"/> Patient Conferences <input type="checkbox"/> Pre-Operative Education Courses <input type="checkbox"/> Research Activities <input type="checkbox"/> Surgery Observation <input type="checkbox"/> Other (please specify):

Staff Information	
Number of PTs on Site:	
Number of PTAs on Site:	
Number of Rehab Aides on Site:	
Other Healthcare Providers (ex: OTs, RNs, SLPs, etc.) on Site:	
Number of Other PT/PTA Students Onsite:	
Number of Other Students Onsite:	
Number of Students Supervised by Your CI:	

Information for Future Students	
Orientation Provided:	<input type="checkbox"/> Prior to Clinical Rotation <input type="checkbox"/> Onsite at Clinical Rotation <input type="checkbox"/> Online <input type="checkbox"/> Other (please specify):
Dress Code for Students:	
Immunizations Required:	<input type="checkbox"/> Facility Accepts Programmatic Requirements <input type="checkbox"/> Additional Immunization Requirements (please specify):
Background Check Required:	<input type="checkbox"/> Facility Accepts Programmatic Background Check <input type="checkbox"/> Additional Background Check Required (please specify):
Inservice Required:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Optional

	<input type="checkbox"/> Other (please specify):
Student Parking Location:	
Meals Available on Site:	
Additional Information:	

Evaluation of Pre-Clinical Information						
Please rate the value of the following information provided by the clinical site PRIOR to starting your clinical experience on a scale of 1 to 5 with 1= low and 5 = high. If the information was not provided, please rate as N/A.						
	1	2	3	4	5	N/A
Location of Site and/or Rehab Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule of Working Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress Code Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Types of Patients Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Learning Services Provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site Specific Student Learning Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Instructor Contact Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immunization Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background Check Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What other information would you recommend providing before a student's arrival?						
Comments:						

Evaluation of Clinical Site Orientation						
Please rate the value of the orientation provided by the clinical education site on a scale of 1-5 with 1=low value and 5=high value. If the information was not provided, rate the item N/A.						
	1	2	3	4	5	N/A
Physical Layout of Facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Introductions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmental Organization/Chain of Command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards of Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapist Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Response System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Evaluation of Clinical Professionalism						
Please rate the professionalism of the clinical environment on a scale of 1-5 with 1=low and 5=high.						
	1	2	3	4	5	N/A
The staff was welcoming to me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff served as good role models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff engaged with students in positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff demonstrated ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff provided quality patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff upheld the Values of the PT and PTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that I was a contributing member of the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

Evaluation of Clinical Supervision						
Please answer the following questions about the supervision provided by your Clinical Instructor on a scale of 1-5 with 1=Rarely, 2=Occasionally, 3=Frequently, 4=Daily, and 5=More than Daily. If the action did not occur, rate the item as N/A.						
	1	2	3	4	5	N/A
How frequently did you and your CI discuss your learning objectives or expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently did your CI observe you performing patient treatments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently did you have the opportunity to communicate with your CI?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently did you speak to the supervising PT about your patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently did you receive feedback through regularly scheduled conferences with your clinical instructor about your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How frequently did you receive informal feedback from your CI?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

Summative Comments	
Overall Strengths of Clinical Site	

Areas for Further Development of Clinical Site	
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<b>Evaluation of Student Preparedness for Clinical Rotation</b>
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Please provide feedback regarding your preparedness for this clinical rotation.

What did you feel were the strengths of your academic preparation for this clinical experience?	
What areas did you feel least prepared academically for this clinical experience?	
Describe any new subject matter you were exposed to on this clinical experience.	
Based on the information above, what changes would you recommend to the current curriculum?	
Based on your experience, what topics would you encourage future students to review prior to starting a clinical rotation at this facility?	
Would you recommend this site to other students? Explain your answer.	
Comments:	

<b>Signatures</b>
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Student Signature	
Clinical Instructor Signature	
Date	



## Student Evaluation of Clinical Instructor

Student Name:	
Clinical Rotation:	<input type="checkbox"/> PTAS 115 <input type="checkbox"/> PTAS 205 <input type="checkbox"/> PTAS 215
Dates of Experience:	
Facility Name:	
Clinical Instructor Name:	

Please rate your Clinical Instructor on the following items using a scale of 1-5 with 1=low, 3=moderate, and 5=high. These ratings are confidential and will not be shared with your Clinical Instructor.

Communication	Ratings				
	1	2	3	4	5
Communicates clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates in a non-threatening manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides Constructive Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides Positive Feedback on Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides timely feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is open discussing issues with student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is available for student to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches in an interactive way; encourages dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback in private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal Relationships	Ratings				
	1	2	3	4	5
Establishes environment in which student feels comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides adequate support for student concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates genuine concern for patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates genuine concern for student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents student as a professional to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching Skills	Ratings				
	1	2	3	4	5
Provides student with adequate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusted supervision appropriately based on student progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides student with progressive learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes formal evaluation (CPI) a constructive process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes effective learning experiences out of situations as they arise (teachable moments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provides a variety of patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions or coaches to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws relationship between academic knowledge and clinical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is objective in documenting student performance upon evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedules regular meetings with student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans learning experiences in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets clear expectations for student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Behaviors	Ratings				
	1	2	3	4	5
Demonstrates professional behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate role of physical therapy as part of healthcare team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serves as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages own time well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates leadership among peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments



## Clinical Instructor Profile

Clinical Instructor Name:	
Credentials:	<input type="checkbox"/> PT <input type="checkbox"/> MPT <input type="checkbox"/> DPT <input type="checkbox"/> PTA <input type="checkbox"/> Other (please specify):
Are you an APTA Credentialed Clinical Instructor?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I would like more information about becoming a CCI
Do you hold certification of advanced skills (not CPR/first aid)?  <ul style="list-style-type: none"> <li>Examples: Advanced Proficiency Pathways for PTA or Board-Certified Specialist for PT</li> </ul>	<input type="checkbox"/> Yes (please specify): <input type="checkbox"/> No <input type="checkbox"/> I would like more information about certification of advanced skills
What areas would you consider your clinical specialty?	
From which academic institution did you receive your physical therapy degree?	
In which year did you receive your physical therapy related degree?	
Would you be interested in serving as a guest lecturer for our program? If so, for what topics.	<input type="checkbox"/> Yes (please specify topics): <input type="checkbox"/> No
Are there any topics related to clinical education that you would like to learn more about?	
Additional Comments	





## Clinical Site Contact

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

Date of Visit: \_\_\_\_\_

Facility: \_\_\_\_\_

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

Clinical Rotation (circle one): I    II    III

Contact Method (circle one):    Phone                  Zoom                  Onsite Visit                  Other

Check all that apply:

\_\_\_\_\_ Faculty member met student and facility staff.

\_\_\_\_\_ Faculty member performed brief on-site inspection of facility

\_\_\_\_\_ Faculty member discussed student clinical performance with student and CI

\_\_\_\_\_ Faculty member discussed clinical instructor performance with student and CI

\_\_\_\_\_ Student is progressing as expected for this clinical education experience

\_\_\_\_\_ No significant concerns raised by either student or Clinical Instructor

\_\_\_\_\_ Concerns raised by either student or Clinical Instructor (noted below)

\_\_\_\_\_ Clinical Action Plan recommended (see attached documentation)

\_\_\_\_\_ Provided information regarding use of online PTA CPI

\_\_\_\_\_ Provided instruction regarding clinical course objectives student performance expectations

\_\_\_\_\_ Provided CI with information regarding APTA's Credentialed CI program

Concerns regarding this clinical experience:

Strategies to address above areas of concern:

Notes/Comments:



# Clinical Education Acknowledgements

## **Clinical Education Manual**

I acknowledge that information, policies, procedures, and expectations regarding the clinical education component of the Ivy Tech PTA Program are posted in the Clinical Education Manual. I am aware I can access the Clinical Education Manual at any time through the programmatic website or Ivy Learn.

Furthermore, I acknowledge that I will be held to the policies, procedures, and expectations outlined in the Clinical Education Manual.

## **Clinical Commitments**

As a student of the Ivy Tech Physical Therapist Assistant Program, I pledge to dedicate my whole efforts to the successful completion of PTAS 115 (Clinical I), PTAS 205 (Clinical II), and PTAS 215 (Clinical III). I acknowledge that successful completion of these clinical rotations will require 100% dedication of my time, energy, and efforts. I understand the professional expectations inherent to successful clinical completion, and I will adhere to the professional expectations outlined in the Clinical Expectations of PTA Students section of the Clinical Education Manual.

I acknowledge that I must complete each clinical rotation to progress toward completion of the Ivy Tech PTA program. I also acknowledge that failure to be successful on any clinical rotation may result in permanent dismissal from the program, per the Clinical Education Manual and programmatic policies and procedures. I understand programmatic policies and expectations and choose to pursue clinical education experiences with full effort and determination to achieve a successful outcome.

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Student Signature

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Student Name (Printed)

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Date



## Confidentiality of Information

Students are required to comply with Federal HIPAA regulations, state regulations, and facility policies regarding privacy of patient information.

All information that you learn about a patient is confidential information. Confidential information may NOT be discussed in any public place – such as the student lounge, the halls of the hospital or school, hospital cafeteria or any other public place.

Any written information pertaining to a patient must be guarded as confidential. Any written information should stay within the clinic.

DO NOT DISCUSS CLINICAL EXPERIENCES in any public place, whether or not you refer to the patient by name.

Photocopying of any client records or removal of client records from the clinical facility is expressly forbidden.

I hereby acknowledge that I have received instruction related to Federal HIPPA regulations and patient confidentiality. I agree to comply with all Federal HIPPA regulations, state regulations, and facility policies regarding privacy of patient information. **I understand that violations of privacy regulations/policies may result in immediate dismissal from the program, as well as civil and criminal penalties.**

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Student Signature

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Student Name (Printed)

---

Date



## Healthcare Student Authorization for Use and Disclosure of Protected Health Information

I, \_\_\_\_\_, as a participant in certain healthcare related instructional programs at Ivy Tech Community College, understand and agree that such courses of studies require my participation in clinical educational activities at certain health care provider locations, including but not limited to hospitals, nursing homes, physical rehabilitation centers and other health clinics. I further understand that such clinical locations require proof that I have had specific inoculations and that I am not being treated for, suffering from, or carrying certain illnesses and/or diseases. Consequently, I hereby authorize Ivy Tech Community College to disclose such personal protected health information that it may possess, whether provided directly by myself or my personal health care provider, to such clinical locations as may be necessary for my participation in said health care related instructional program. Finally, I understand that this authorization may be revoked at any time by providing written and signed notice to Ivy Tech Community College.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, State, Zip