

Clinical Corrective Action Plan

Student:

L#

Course:

The student did not meet minimum passing scores as published in the course syllabus for the following "red flag" indicators for {course} on the final Clinical Performance Evaluation as evaluated by the Clinical Instructor:

1. Clinical Behavior
2. Accountability
3. Self-Assessment and Life Long Learning

The student did not show progress from mid-term to final as published in the course syllabus for the following "red flag" indicators for PTA 280A as evaluated by the Clinical Instructor:

1. Clinical Behavior
2. Accountability
3. Self-Assessment and Life Long Learning
4. Cultural Competence

The student also left clinical 2 days prior to the scheduled end date. This was pre-arranged with the Clinical Instructor without presenting it to the ACCE until the day of departure, creating a situation of lacking 16 contact hours of the 216 required hours and returning to the clinical after the holiday to complete the remaining hours. Those are considered unexcused absences.

Students and academic and clinical faculty are committed to developing and fostering a collaborative learning environment and modeling behaviors and skills for the physical therapy workplace. To that end, we agree on the following expectations for a positive clinical experience:

1. The student shall meet with ACCE and Dean of Health Professions at the start of the term to discuss plan for success.
2. The student shall contact CI no later than 4 weeks prior to clinical start date to establish communication and seek advice for site-specific preparation (content for review and tips for success) for clinical.
3. Prior to clinical, the student shall review the syllabus and outcome objectives for ratings on the Clinical Performance Instrument (CPI) and be familiar with definitions of the performance criteria.
4. The student shall actively seek and receive regular daily feedback from CI on clinical behavioral outcomes for the Advanced Intermediate Level PTA. Feedback should be received openly, without rebuttal or defensiveness, including body language.
5. The student shall provide feedback to CI and seek feedback regarding rationale(s) for treatment approaches and clinical decisions prior to patient care. Feedback shall be requested with the intent to understand and value different approaches to providing patient care. The student shall ask CI how and when s/he wants to receive feedback and when an appropriate time is for asking questions concerning patients' care.
6. The student shall integrate suggestions such as: take a deep breath before responding to feedback, control facial expressions/body language when receiving feedback, ask clarification questions for understanding, respect workplace dynamics, offer 2-3

activities/concepts either verbally or in written form that were successful and 2-3 activities/concepts that were challenging in reflection of the day with CI.

7. The student shall seek permission from CI prior to leaving the treatment area during direct patient care, treatment observation, or care conferences.
8. The student shall meet weekly via phone or videoconference with the ACCE to discuss progress for the week.
9. The student shall contact the ACCE if, at any time, a challenge arises affecting the learning environment.
10. The student shall not have an unexcused absence during the published clinical dates.
11. The student shall show progress from mid-term to final on all CPI criteria.

I agree with the above expectations for clinical. Inability to meet ALL established minimum thresholds for {course}, as stated in the syllabus, will result in a failure of the course and jeopardize progression in the program.

Student: _____ Date _____

PTA Program Coordinator: _____ Date _____

ACCE _____ Date _____

Dean of Health Professions: _____ Date _____