

GUIDELINES FOR CLINICAL INSTRUCTORS

- 1.0 THE CLINICAL INSTRUCTOR (CI) DEMONSTRATES CLINICAL COMPETENCE, AND LEGAL AND ETHICAL BEHAVIOR THAT MEETS OR EXCEEDS THE EXPECTATIONS OF MEMBERS OF THE PROFESSION OF PHYSICAL THERAPY.
 - 1.1 One year of clinical experience is preferred as minimal criteria for serving as the CI. Individuals should also be evaluated on their abilities to perform CI responsibilities.
 - 1.1.1 The CI demonstrates a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.
 - 1.2 The CI is a competent physical therapist or physical therapist assistant.
 - 1.2.1 The CI demonstrates a systematic approach to patient/client care using the patient/client management model described in the *Guide to Physical Therapist Practice*.
 - 1.2.2 The CI uses critical thinking in the delivery of health services.
 - 1.2.3 Rationale and evidence is provided by:
 - 1.2.3.1 The physical therapist for examination, evaluation, diagnosis, prognosis, interventions, outcomes, and reexaminations.
 - 1.2.3.2 The physical therapist assistant for directed interventions, data collection associated with directed interventions, and outcomes.
 - 1.2.4 The CI demonstrates effective time-management skills.
 - 1.2.5 The CI demonstrates the core values (accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility) associated with professionalism in physical therapy.
 - 1.3 The CI adheres to legal practice standards.
 - 1.3.1 The CI holds a valid license, registration, or certification as required by the state in which the individual provides physical therapy services.
 - 1.3.2 The CI provides physical therapy services that are consistent with the respective state/jurisdictional practice act and interpretive rules and regulations.
 - 1.3.3 The CI provides physical therapy services that are consistent with state and federal legislation, including, but not limited to, equal opportunity and affirmative action policies, HIPAA, Medicare regulations regarding reimbursement for patient/client care where students are involved, and the ADA.
 - 1.3.3.1 The physical therapist is solely responsible for ensuring the patient/client is aware of the student status of any student involved in providing physical therapy services.

1.4 The CI demonstrates ethical behavior.

1.4.1 The CI provides physical therapy services ethically as outlined by the clinical education site policy and the *APTA Code of Ethics, Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Professional Conduct, Guide for Conduct of the Affiliate Member, and Guide to Physical Therapist Practice*.

2.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS.

2.1 The CI uses verbal, nonverbal, and written communication skills and information technology to clearly express himself or herself to students and others.

2.1.1 The CI defines performance expectations for students.

2.1.2 The CI and student(s) collaborate to develop mutually agreed-on goals and objectives for the clinical education experience.

2.1.3 The CI provides feedback to students.

2.1.4 The CI demonstrates skill in active listening.

2.1.5 The CI provides clear and concise communication.

2.2 The CI is responsible for facilitating communication.

2.2.1 The CI encourages dialogue with students.

2.2.2 The CI provides time and a place for ongoing dialogue to occur.

2.2.3 The CI initiates communication that may be difficult or confrontational.

2.2.4 The CI is open to and encourages feedback from students, clinical educators, and other colleagues.

3.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS.

3.1 The CI forms a collegial relationship with students.

3.1.1 The CI models behaviors and conduct, and instructional and supervisory skills that are expected of the physical therapist/physical therapist assistant and demonstrates an awareness of the impact of this role modeling on students.

3.1.2 The CI promotes the student as a colleague to others.

3.1.3 The CI demonstrates cultural competence with respect for and sensitivity to individual and cultural differences.

3.1.4 The CI is willing to share his or her strengths and weaknesses with students.

- 3.2 The CI is approachable by students.
 - 3.2.1 The CI assesses and responds to student concerns with empathy, support, or interpretation, as appropriate.
- 3.3 The CI interacts with patients/clients, colleagues, and other health care providers to achieve identified goals.
- 3.4 The CI represents the physical therapy profession positively by assuming responsibility for career and self-development and demonstrates this responsibility to the students.
 - 3.4.1 Activities for development may include, but are not limited to, continuing education courses, journal clubs, case conferences, case studies, literature review, facility sponsored courses, post-professional/entry-level education, area consortia programs, and active involvement in professional associations, including APTA.

4.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

- 4.1 The CI collaborates with students to plan learning experiences.
 - 4.1.1 Based on a plan, the CI implements, facilitates, and evaluates learning experiences with students.
 - 4.1.2 Learning experiences should include both patient/client interventions and patient/client practice management activities.
- 4.2 The CI demonstrates knowledge of the student's academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience.
- 4.3 The CI recognizes and uses the entire clinical environment for potential learning experiences, both planned and unplanned.
- 4.4 The CI integrates knowledge of various learning styles to implement strategies that accommodate students' needs.
- 4.5 The CI sequences learning experiences to promote progression of the students' personal and educational goals.
 - 4.5.1 The CI monitors and modifies learning experiences in a timely manner based on the quality of the student's performance.

5.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

- 5.1 The CI supervises the student in the clinical environment by clarifying goals, objectives, and expectations.

- 5.1.1 The CI presents clear performance expectations to students at the beginning and throughout the learning experience.
- 5.1.2 Goals and objectives are mutually agreed on by the CI and student(s).
- 5.2 Feedback is provided both formally and informally.
 - 5.2.1 To provide student feedback, the CI collects information through direct observation and discussion with students, review of the students' patient/client documentation, available observations made by others, and students' self-assessments.
 - 5.2.2 The CI provides frequent, positive, constructive, and timely feedback.
 - 5.2.3 The CI and students review and analyze feedback regularly and adjust the learning experiences accordingly.
- 5.3 The CI performs constructive and cumulative evaluations of the students' performance.
 - 5.3.1 The CI and students both participate in ongoing formative evaluation.
 - 5.3.2 Cumulative evaluations are provided at least at midterm and at the completion of the clinical education experience and include student self-assessments.

6.0 THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS.

- 6.1 The CI articulates observations of students' knowledge, skills, and behavior as related to specific student performance criteria.
 - 6.1.1 The CI familiarizes herself or himself with the student's evaluation instrument prior to the clinical education experience.
 - 6.1.2 The CI recognizes and documents students' progress, identifies areas of entry-level competence, areas of distinction, and specific areas of performance that are unsafe, ineffective, or deficient in quality.
 - 6.1.3 Based on areas of distinction, the CI plans, in collaboration with the CCCE and the ACCE/DCE when applicable, activities that continue to challenge students' performance.
 - 6.1.4 Based on the areas identified as inadequate, the CI plans, in collaboration with the CCCE and ACCE/DCE when applicable, remedial activities to address specific deficits in student performance.
- 6.2 The CI demonstrates awareness of the relationship between the academic program and clinical education site concerning student performance evaluations, grading, remedial activities, and due process in the case of student failure.
- 6.3 The CI demonstrates a constructive approach to student performance evaluation that is educational, objective, and reflective and engages students in self-assessment (eg,

problem identification, processing, and solving) as part of the performance evaluation process.

- 6.4 The CI fosters student evaluations of the clinical education experience, including learning opportunities, CI and CCCE performance, and the evaluation process.

The foundation for this document is:

Barr JS, Gwyer J. *Standards for Clinical Education in Physical Therapy: A Manual for Evaluation and Selection of Clinical Education Centers*. Alexandria, Va: American Physical Therapy Association; 1981:3-8.

Commission on Accreditation in Physical Therapy Education. *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. In: *Accreditation Handbook*. Alexandria, Va: American Physical Therapy Association; 1997.

Moore ML, Perry JF. *Clinical Education in Physical Therapy: Present Status/Future Needs*. Alexandria, Va: American Physical Therapy Association and the Section for Education; 1976.

The development of this document was a result of combined efforts of the Task Force on Clinical Education, 1989-1991, and the Task Force on Clinical Education, 1992-1994.

Revisions of this document are based on:

1. *Guide to Physical Therapist Practice*. Rev 2nd ed. Alexandria, Va: American Physical Therapy Association; 2003.
2. *A Normative Model of Physical Therapist Professional Education:: Version 2000*. Alexandria, Va: American Physical Therapy Association; 2000.
3. *A Normative Model of Physical Therapist Assistant Education:: Version 99*. Alexandria, Va: American Physical Therapy Association; 1999.
4. *Physical Therapist Clinical Performance Instrument. Physical Therapy Clinical Performance Instruments*. Alexandria, Va: American Physical Therapy Association; 1998.
5. *Physical Therapist Assistant Clinical Performance Instrument. Physical Therapy Clinical Performance Instruments*. Alexandria, Va: American Physical Therapy Association; 1998.
6. Commission on Accreditation in Physical Therapy Education. *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. In: *Accreditation Handbook*. Alexandria, Va: American Physical Therapy Association; 1998.
7. Commission on Accreditation in Physical Therapy Education. *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*. In: *Accreditation Handbook*. Alexandria, Va: American Physical Therapy Association; 2002.

SELF-ASSESSMENTS FOR CLINICAL INSTRUCTORS

1.0 THE CLINICAL INSTRUCTOR (CI) DEMONSTRATES CLINICAL COMPETENCE AND LEGAL AND ETHICAL BEHAVIOR THAT MEETS OR EXCEEDS THE EXPECTATIONS OF MEMBERS OF THE PROFESSION OF PHYSICAL THERAPY.

1. Do you, as the clinical instructor (CI), have at least 1 year of clinical experience? Yes No Developing
2. Do you demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching? Yes No Developing
3. Do you, as the CI, demonstrate competence as a physical therapist or a physical therapist assistant by:
 - a) Utilizing the patient/client management model in the *Guide to Physical Therapist Practice* to demonstrate a systematic approach to patient care? Yes No Developing
 - b) Using clinical reasoning and evidence-based practice in the delivery of health services? Yes No Developing
 - c) Providing rationale for the patient/client?
 - Examination, evaluation, diagnosis, prognosis, interventions, outcomes, and reexaminations (PT) Yes No Developing
 - Interventions (including data collection and outcomes associated with those interventions) as directed and supervised by the PT and within the plan of care (PTA) Yes No Developing
 - d) Demonstrating effective time-management skills? Yes No Developing
4. Do you, as the CI, adhere to legal practice standards?
 - a) By holding a current license/registration/certification as required by the physical therapy practice act in the state in which you practice? Yes No Developing
 - b) By providing physical therapy services that are consistent with your state practice act and interpretive rules and regulations? Yes No Developing

c) By providing physical therapy services that are consistent with state and federal legislation, including, but not limited to:

- Equal opportunity and affirmative action policies Yes No Developing
- Americans With Disabilities Act (ADA) Yes No Developing

d) By ensuring that the patients/clients have been informed of and consent to have a student involved in providing physical therapy services? Yes No Developing

5. Do you, as the CI, demonstrate ethical behavior, as outlined by the clinical education site policy and the APTA *Code of Ethics* and *Guide for Professional Conduct*? Yes No Developing

6. Do you, as the CI, consistently demonstrate the APTA Core Values (<http://www.apta.org/documents/public/education/professionalism.pdf>) of accountability,* altruism,* compassion/caring,* excellence,* integrity,* professional duty,* and social responsibility*? Yes No Developing

COMMENTS/PLAN:

2.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS.

1. Do you, as the CI, use verbal, nonverbal, and written communication skills and information technology to clearly express yourself to students to:
- a) Define performance expectations for students? Yes No Developing
 - b) Collaborate to develop mutually agreed-on goals and objectives for the clinical education experience? Yes No Developing
 - c) Provide feedback? Yes No Developing
 - d) Demonstrate skill in active listening? Yes No Developing
2. Do you, as the CI, facilitate communication by:
- a) Encouraging dialogue with students? Yes No Developing
 - b) Providing time and a place for ongoing dialogue to occur? Yes No Developing
 - c) Initiating communication that may be difficult or confrontational around an issue of concern? Yes No Developing
 - d) Remaining open to and encouraging feedback from students, clinical educators, and other colleagues? Yes No Developing

COMMENTS/PLAN:

3.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS.

1. Do you, as the CI, form a collegial relationship with students? Yes No Developing
2. Do you model behaviors and conduct and instructional and supervisory skills that are expected of the PT or PTA? Yes No Developing
3. Do you demonstrate an understanding of the impact of your behavior and conduct as a role model for students? Yes No Developing
4. Do you promote the student as a colleague to others? Yes No Developing
5. Do you demonstrate respect for and sensitivity to individual differences? Yes No Developing
6. Are you willing to share your strengths and weaknesses with students? Yes No Developing
7. Do you, as the CI, remain approachable by assessing and responding to student concerns with empathy, support, or interpretation, as appropriate? Yes No Developing
8. Do you, as the CI, interact appropriately with patients, colleagues, and other health professionals to achieve identified goals? Yes No Developing
9. Do you represent the physical therapy profession positively by assuming responsibility for career and self-development and demonstrate this responsibility to the student by participation in activities, such as:
 - a) Continuing education courses? Yes No Developing
 - b) Journal club? Yes No Developing
 - c) Case conferences? Yes No Developing
 - d) Case studies? Yes No Developing
 - e) Literature review? Yes No Developing
 - f) Facility sponsored courses? Yes No Developing
 - g) Post-entry-level education? Yes No Developing

h) Area consortia programs? Yes No Developing

i) Membership and active involvement in the profession (eg, America Physical Therapy Association) Yes No Developing

COMMENTS/PLAN:

Empty box for comments and plan.

4.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

1. Do you, as the CI, implement, facilitate, and evaluate learning experiences for students based on a plan created in collaboration with students? Yes No Developing
2. Do you, as the CI, review the student's academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience? Yes No Developing
3. Do you include learning experiences in the patient/client management model (eg, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes for the PT student; directed interventions with the plan of care for the PTA student) and practice management activities (eg, billing, staff meetings, marketing)? Yes No Developing
4. Do you, as the CI, maximize learning opportunities by using planned and unplanned experiences within the entire clinical environment? Yes No Developing
5. Do you, as the CI, integrate knowledge of various learning styles to implement strategies that accommodate students' needs? Yes No Developing
6. Do you, as the CI, sequence learning experiences to allow progression towards the student's personal and educational goals? Yes No Developing
7. Do you, as the CI, monitor and modify learning experiences in a timely manner, based on the quality of the student's performance? Yes No Developing

COMMENTS/PLAN:

5.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

1. Do you, as the CI, present clear performance expectations to students at the beginning of and throughout the learning experience? Yes No Developing
2. Are goals and objectives mutually agreed on by you and students? Yes No Developing
3. Do you, as the CI, provide both formal and informal feedback? Yes No Developing
4. To provide student feedback, do you collect information through:
 - a) Direct observation and discussions with students? Yes No Developing
 - b) Review of the students' patient/client documentation? Yes No Developing
 - c) Available observations made by others? Yes No Developing
 - d) Students' self-assessments? Yes No Developing
5. Do you, as the CI, provide feedback to students that is:
 - a) Frequent? Yes No Developing
 - b) Positive? Yes No Developing
 - c) Constructive? Yes No Developing
 - d) Timely? Yes No Developing
6. Do you, as the CI, review and analyze feedback regularly and adjust learning experiences accordingly? Yes No Developing
7. Do you, as the CI, perform constructive (interim) and cumulative (final) evaluations of the students' performance by:
 - a) Participating with the student in ongoing constructive evaluations? Yes No Developing
 - b) Providing cumulative evaluations at least at midterm and at the completion of the clinical education experience? Yes No Developing
 - c) Including student self-assessments? Yes No Developing

COMMENTS/PLAN:

6.0 THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS.

1. Do you, as the CI, familiarize yourself with the students' evaluation instrument(s) prior to the clinical education experience? Yes No Developing

2. Do you, as the CI, use and articulate available information and observations when evaluating students' knowledge, skills, and behavior as related to specific performance criteria? Yes No Developing

3. Do you, as the CI, recognize and document students' progress by identifying areas of:
 - a) Entry-level competence? Yes No Developing
 - b) Exceptional performance? Yes No Developing
 - c) Unsafe or ineffective performance? Yes No Developing
 - d) Appropriate progression? Yes No Developing

4. In collaboration with the CCCE and ACCE/DCE, do you plan activities that continue to challenge student performance based on areas of:
 - a) Exceptional performance? Yes No Developing
 - b) Appropriate progression? Yes No Developing
 - c) Specific deficits? Yes No Developing

5. Do you, as the CI, demonstrate awareness of the relationship between the academic program and clinical education site as it relates to:
 - a) Student performance evaluations? Yes No Developing
 - b) Grading? Yes No Developing
 - c) Remedial activities? Yes No Developing
 - d) Due process in the case of student failure? Yes No Developing

6. Do you, as the CI, demonstrate a constructive approach to student performance evaluation that is:
 - a) Educational? Yes No Developing
 - b) Objective? Yes No Developing
 - c) Reflective? Yes No Developing

d) Directed at engaging students in self-assessment? Yes No Developing

7. Do you foster student evaluation of the clinical education experience, including:

a) Learning opportunities? Yes No Developing

b) CI performance? Yes No Developing

c) CCCE performance? Yes No Developing

d) The evaluation process? Yes No Developing

COMMENTS/PLAN:

