

GUIDELINES FOR COORDINATORS OF CLINICAL EDUCATION

- 1.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE) HAS SPECIFIC QUALIFICATIONS AND IS RESPONSIBLE FOR COORDINATING THE ASSIGNMENTS AND ACTIVITIES OF STUDENTS AT THE CLINICAL EDUCATION SITE.
- 1.1 To qualify as a center coordinator of clinical education (CCCE), an individual should meet the *Guidelines for Center Coordinators of Clinical Education*. Preferably, a physical therapist or a physical therapist assistant is designated as the CCCE. Various alternatives may exist, including, but not limited to, non-physical therapist professionals who possess the skills to organize and maintain an appropriate clinical education program.
- 1.1.1 If the CCCE is a *physical therapist or physical therapist assistant*, he or she should be experienced as a clinician, be experienced in clinical education, be interested in students, possess good interpersonal communication and organizational skills, be knowledgeable about the clinical education site and its resources, and serve as a consultant in the evaluation process of students.
- 1.1.1.1 The CCCE meets the requirements of the *APTA Guidelines for Clinical Instructors*.
- 1.1.2 If the CCCE is *not from the physical therapy profession*, the CCCE should be experienced in clinical education, be interested in students, possess good interpersonal communication and organizational skills, be knowledgeable of the clinical education site and its resources, and serve as a consultant in the evaluation process of students. A physical therapist or physical therapist and physical therapist assistant who are experienced clinicians must be available for consultation in planning clinical education experiences for students. Direct clinical supervision of a physical therapist student is delegated to a physical therapist. Direct clinical supervision of a physical therapist assistant student is delegated to either a physical therapist or physical therapist working with a physical therapist assistant.
- 1.1.2.1 The CCCE meets the non-discipline-specific *APTA Guidelines for Clinical Instructors* (ie, Guidelines 2.0, 3.0, 4.0, and 5.0).
- 1.2 The CCCE demonstrates knowledge of contemporary issues of clinical practice, management of the clinical education program, educational theory, and issues in health care delivery.
- 1.3 The CCCE demonstrates ethical and legal behavior and conduct that meets or exceeds the expectations of members of the profession of physical therapy.

2.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE COMMUNICATION AND INTERPERSONAL SKILLS.

- 2.1 The CCCE interacts effectively and fosters collegial relationships with parties internal and external to the clinical education site, including students, clinical education site personnel, and representatives of the academic program.
 - 2.1.1 The CCCE performs administrative functions between the academic program and clinical education site, including, but not limited to, completion of the clinical center information forms (CCIF), clinical education agreements, student placement forms,* and policy and procedure manuals.
 - 2.1.2 The CCCE provides consultation to the clinical instructor (CI) in the evaluation process regarding clinical learning experiences.
 - 2.1.3 The CCCE serves as a representative of the clinical education site to academic programs.
 - 2.1.4 The CCCE is knowledgeable about the affiliated academic programs and their respective curricula and disseminates the information to clinical education site personnel.
 - 2.1.5 The CCCE communicates with the academic coordinator of clinical education* (ACCE) regarding clinical education planning, evaluation, and CI development.
 - 2.1.6 The CCCE is open to and encourages feedback from students, CIs, ACCE/DCEs, and other colleagues.
 - 2.1.7 The CCCE demonstrates cultural competence with respect for and sensitivity to individual and cultural differences.

3.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

- 3.1 The CCCE plans and implements activities that contribute to the professional development of the CIs.
 - 3.1.1 The CCCE is knowledgeable about the concepts of adult and lifelong learning and life span development.
 - 3.1.2 The CCCE recognizes the uniqueness of teaching in the clinical context.
- 3.2 The CCCE identifies needs and resources of CIs in the clinical education site.
- 3.3 The CCCE, in conjunction with CIs, plans and implements alternative or remedial learning experiences for students experiencing difficulty.
- 3.4 The CCCE, in conjunction with CIs, plans and implements challenging clinical learning experiences for students demonstrating distinctive performance.

3.5 The CCCE, in conjunction with CIs, plans and implements learning experiences to accommodate students with special needs.

4.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

4.1 The CCCE supervises the educational planning, clinical experiences, and performance evaluation of the CI(s)/students(s) team.

4.1.1 The CCCE provides consistent monitoring and feedback to CIs about clinical education activities.

4.1.2 The CCCE serves as a resource to both CIs and students.

4.1.3 The CCCE assists in planning and problem solving with the CI(s)/student(s) team in a positive manner that enhances the clinical learning experience.

5.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE PERFORMANCE EVALUATION SKILLS.

5.1 The CCCE is knowledgeable about educational evaluation methodologies and can apply these methodologies to the physical therapy clinical education program.

5.2 The CCCE contributes to the clinical education site's process of personnel evaluation and development.

5.3 The CCCE provides feedback to CIs on their performance in relation to the *APTA Guidelines for Clinical Instructors*.

5.3.1 The CCCE assists CIs in their goal setting and in documenting progress toward achievement of these goals.

5.4 The CCCE consults with CIs in the assessment of student performance and goal setting as it relates to specific evaluative criteria established by academic programs.*

5.4.1 For student remedial activities, the CCCE participates in the development of an evaluation plan to specifically document progress.

6.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE ADMINISTRATIVE AND MANAGERIAL SKILLS.

6.1 The CCCE is responsible for the management of a comprehensive clinical education program.

6.1.1 The clinical education program includes, but is not limited to, the program's goals and objectives; the learning experiences available and the logistical details for student placements; and a plan for CI training, evaluation, and development.

6.1.2 The CCCE implements a plan for program review and revision that reflects the changing health care environment.

- 6.2 The CCCE advocates for clinical education with the clinical education site's administration, the provider of physical therapy's administration, and physical therapy personnel.
 - 6.3 The CCCE serves as the clinical education site's formal representative and liaison with academic programs.
 - 6.3.1 Activities include scheduling; providing information, documentation, and orientation to incoming students; and maintaining records of student performance, CI qualifications, and clinical education site resources.
 - 6.4 The CCCE facilitates and maintains the necessary documentation to affiliate with academic programs.
 - 6.4.1 The CCCE maintains current information, including clinical site information forms (CSIF), clinical education agreements, and policy and procedure manuals.
 - 6.5 The CCCE has effective relationships with clinical education site administrators, representatives of other disciplines, and other departments to enhance the clinical education program.
 - 6.6 The CCCE demonstrates knowledge of the clinical education site's philosophy and commitment to clinical education.
 - 6.7 The CCCE demonstrates an understanding of the clinical education site's quality improvement and assessment activities.
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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. American Physical Therapy Association. *A Normative Model of Physical Therapist Professional Education: Version 2000*. Alexandria, Va: American Physical Therapy Association; 2000.
3. American Physical Therapy Association. *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 CENTER COORDINATORS OF CLINICAL EDUCATION

1.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE) HAS SPECIFIC QUALIFICATIONS AND IS RESPONSIBLE FOR COORDINATING THE ASSIGNMENTS AND ACTIVITIES OF STUDENTS AT THE CLINICAL EDUCATION SITE.

1. Are you, as the Center Coordinator of Clinical Education (CCCE):
 - a) Experienced in clinical education? Yes No Developing
 - b) Interested in students? Yes No Developing
 - c) Skilled in interpersonal relationships, communication, and organization? Yes No Developing
 - d) Knowledgeable about the clinical education site and its resources? Yes No Developing
 - e) Able to serve as a consultant in the evaluation process? Yes No Developing

2. Are you a physical therapist or physical therapist assistant? If so:
 - a) Are you an experienced clinician? Yes No Developing
 - b) Do you meet the *APTA Guidelines for Clinical Instructors*? Yes No Developing

3. If you are a non-physical therapy professional:
 - a) Do you have an experienced physical therapist clinician available for consultation in planning clinical educational experiences? Yes No Developing
 - b) Do you have a physical therapist for direct clinical supervision of physical therapist students and a physical therapist or physical therapist assistant working with a physical therapist for the direct clinical supervision of the physical therapist assistant student? Yes No Developing
 - c) Do you meet Guidelines 2.0 through 5.0 for CIs, as outlined in the *APTA Guidelines for Clinical Instructors*? Yes No Developing

4. Do you, as the CCCE, demonstrate knowledge of:
- a) Contemporary issues of clinical practice? Yes No Developing
 - b) Management of the clinical education program? Yes No Developing
 - c) Education theory? Yes No Developing
 - d) Issues in health care delivery? Yes No Developing
5. Do you, as the CCCE, demonstrate legal and ethical behavior and conduct that meets or exceeds the expectations of members of the profession of physical therapy? Yes No Developing

COMMENTS/PLAN:

2.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE COMMUNICATION AND INTERPERSONAL SKILLS.

1. Do you, as the CCCE, interact effectively and foster collegial relationships, both internal and external to the clinical education site, by:
- a) Performing administrative functions between academic programs and the clinical education site? Such as completing:
 - The clinical site information form (CSIF) Yes No Developing
 - Clinical education agreements Yes No Developing
 - Student placement forms Yes No Developing
 - Policy and procedure manual Yes No Developing
 - b) Providing consultation to the CI in the evaluation process? Yes No Developing
 - c) Serving as a representative of the clinical education site to academic programs? Yes No Developing
 - d) Demonstrating knowledge of the affiliated academic programs and their respective curricula and disseminating the information to clinical education site personnel? Yes No Developing
 - e) Communicating with the ACCE/DCE regarding clinical education planning, evaluation, and CI development? Yes No Developing
 - f) Remaining open to and encouraging feedback from students, CIs, ACCEs/DCEs, and other colleagues? Yes No Developing
 - g) Demonstrating respect for and sensitivity to individual and cultural differences? Yes No Developing

COMMENTS/PLAN:

3.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

1. Do you, as the CCCE, plan and implement activities that contribute to the development of CIs by fostering:
 - a) Understanding of the concepts of adult and lifelong learning and life span development? Yes No Developing
 - b) Recognition of the uniqueness of teaching in the clinical context? Yes No Developing
2. Do you, as the CCCE, identify needs and resources of CIs in the clinical education site? Yes No Developing
3. In conjunction with CIs, do you, as the CCCE, plan and implement:
 - a) Alternative or remedial learning experiences for students experiencing difficulty? Yes No Developing
 - b) Challenging learning experiences for students demonstrating exceptional clinical performance? Yes No Developing
 - c) Learning experiences that accommodate students with special needs? Yes No Developing

COMMENTS/PLAN:

4.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

- 1. Do you, as the CCCE, supervise the CI(s)/student(s) team during the experience to ensure quality of:
 - a) Educational planning? Yes No Developing
 - b) Clinical learning experiences? Yes No Developing
 - c) Performance evaluation? Yes No Developing

- 2. Do you, as the CCCE, provide consistent monitoring of and feedback to CIs regarding clinical education activities? Yes No Developing

- 3. Are you, as the CCCE, serving as a useful resource to:
 - a) CIs? Yes No Developing
 - b) Students? Yes No Developing
 - c) ACCEs/DCEs? Yes No Developing

- 4. Do you, as the CCCE, enhance the clinical learning experience by assisting in planning and problem solving with the CI(s)/student(s) team? Yes No Developing

COMMENTS/PLAN:

5.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE PERFORMANCE EVALUATION SKILLS.

- 1. Are you, as the CCCE, knowledgeable about educational evaluation methodologies? Yes No Developing
 - a) Do you apply these methodologies to the physical therapy clinical education program? Yes No Developing
- 2. Do you, as the CCCE, contribute to the clinical education sites process of personnel evaluation development? Yes No Developing
- 3. Do you, as the CCCE, provide feedback to CIs on their performance as clinical teachers in relation to the *APTA Guidelines for Clinical Instructors*? Yes No Developing
- 4. Do you, as the CCCE, assist CIs in:
 - a) Goal setting? Yes No Developing
 - b) Documenting progress toward achievement of goals? Yes No Developing
- 5. Do you, as the CCCE, consult with CIs in the assessment of student performance as it relates to specific evaluative criteria established by each academic program? Yes No Developing
- 6. When a student requires remedial activities, do you, as the CCCE, participate in the development of a plan to specifically document student progress? Yes No Developing

COMMENTS/PLAN:

6.0 THE CENTER COORDINATOR OF CLINICAL EDUCATION DEMONSTRATES EFFECTIVE ADMINISTRATIVE AND MANAGERIAL SKILLS.

1. Do you, as the CCCE, manage the comprehensive clinical education program? Yes No Developing

2. Does your program include:
 - a) Goals and objectives? Yes No Developing
 - b) Available learning experiences? Yes No Developing
 - c) Logistical details for student placements? Yes No Developing
 - d) A plan for CI training, development, and evaluation? Yes No Developing

3. Do you, as the CCCE, routinely review and revise your clinical education program? Yes No Developing

4. Do you, as the CCCE, advocate for clinical education with:
 - a) Clinical education site administration? Yes No Developing
 - b) Provider of physical therapy administration? Yes No Developing
 - c) Provider of physical therapy personnel? Yes No Developing

5. Do you, as the CCCE, serve as the clinical education site's formal representative and liaison with academic programs for activities such as:
 - a) Scheduling of students? Yes No Developing
 - b) Orienting incoming students? Yes No Developing
 - c) Maintaining records of student performance? Yes No Developing
 - d) Maintaining records of CI qualifications? Yes No Developing
 - e) Maintaining records of clinical education site resources? Yes No Developing

6. Are you, as the CCCE, responsible for facilitating and maintaining the necessary documentation to affiliate with academic programs such as:
 - a) Clinical site information form (CSIF)? Yes No Developing

- b) Clinical education agreement? Yes No Developing
- c) Policy and procedure manual? Yes No Developing
7. Do you, as the CCCE, enhance the clinical education program by developing effective relationships with:
- a) Clinical education site administrators? Yes No Developing
- b) Representatives of other disciplines? Yes No Developing
- c) Other site departments? Yes No Developing
8. Do you, as the CCCE, demonstrate knowledge of the clinical education site's philosophy and commitment to clinical education? Yes No Developing
9. Do you, as the CCCE, demonstrate an understanding of the clinical education site's quality improvement and assessment activities? Yes No Developing

COMMENTS/PLAN:

