



**Physical Therapist Assistant Program
Clinical Education Manual
2015-2016 Edition**

Lane Community College
Health Professions Division
4000 East 30th Avenue
Eugene, Oregon 97405



Physical Therapist Assistant Program Clinical Education Manual Introduction and Usage

This Clinical Education Manual is intended for use by all individuals directly involved in the clinical instruction process of Lane Community College Student Physical Therapist Assistants, including the Student (SPTA), the Clinical Instructor (CI), the Center Coordinator of Clinical Education (CCCE), Academic Coordinator of Clinical Education (ACCE), and Lane Community College Faculty. Our hope is that this resource will be both educational and useful.

Information is provided regarding our PTA program and curriculum, academic and non-academic student preparation, college policies, student assessment, APTA positions and policies, and other support documents related to clinical education. When possible, referenced material is hyper-linked for quick online access. Due to the dynamic nature of both education and healthcare, information is subject to change at any time. This manual will be updated yearly and any substantive changes will be disseminated by the ACCE.

Clinical education is essential to student success. Your support and involvement is not only invaluable to our program, but also sets an example of life-long learning and mentorship for the future Physical Therapist Assistants you help shape. ***Thank You!***

Beth Thorpe, BS, LPTA, CSCS
ACCE and Instructor



Physical Therapist Assistant Program Clinical Education Manual

Chapter 1 General Information

General Information - [Lane Community College](#) (web link)

History

Lane was founded in 1964 by a vote of local citizens, and the main campus opened in 1968. The college was a successor to the Eugene Technical-Vocational School that was founded in 1938. Lane has received many awards and accolades for its innovative programs and high quality instruction. The college is a member of the League for Innovation in the Community College.

Accreditation

Northwest Commission on Colleges and Universities (NWCCU) first accredited Lane Community College in 1968. NWCCU reaffirmed Lane's accreditation January 21, 2005. Based on the Commission's spring 2007 focused Interim Evaluation Report, Lane's accreditation was reaffirmed most recently on January 2015. The Lane Board of Education approved the proposed PTA curriculum in February 2008 and approval of the proposed AAS PTA degree program was conferred by the Oregon Board of Education in April 2008.

Classes and Programs

Lane Community College is a comprehensive community college. The college offers a wide variety of instructional programs including transfer credit programs, career and technical degree and certificate programs, continuing education noncredit courses, programs in English as a Second Language and International ESL, GED programs, and customized training for local businesses. Classes are offered at several locations, and online classes and telecourses are also available.

Enrollment

More than 36,000 students take credit or noncredit classes at Lane each year. Lane has the third largest enrollment of the 17 community colleges in Oregon.

Locations

Lane's main campus is located in the south hills of Eugene, Oregon at 4000 East 30th Avenue. The phone number for the main switchboard is (541) 463-3000. Lane serves a 4,600 square mile area from the Cascade Mountains to the Pacific Ocean (this is an area larger than the states of Delaware and Rhode Island combined). The college [has a number of locations](#) including the main campus and downtown Eugene, centers in Cottage Grove and Florence, and a Flight Technology Center at the Eugene Airport.

General Information – [PTA Program](#) (web link)

Mission

The Lane PTA program provides comprehensive, accessible, quality, learning-centered and patient-centered education that promotes student and graduate success in working effectively under the direction and supervision of a physical therapist.

Philosophy

The program philosophy is closely aligned with the [core values of the college](#):

Learning: The program is a network of community members, students, faculty, staff, administrators, and employers who respect the needs of each student by promoting a caring, learning environment. Students engage in learning activities that develop, reinforce, and enrich transferable skills (i.e., [Lane's Core Learning Outcomes](#)) and foster progress in knowledge, skills and abilities from novice to entry-level PTA. Program students and faculty engage in a wide range of learning activities to creatively work toward meeting degree and core learning outcomes.

Diversity: Program students and faculty are encouraged to use their unique experience as a potential asset for personal and program success. Academic and clinical learning activities and course outcomes include developing and understanding of individual and cultural differences and working effectively in different cultural contexts across the lifespan. Our blended learning environment promotes admission of a diverse student body of Oregon residents.

Innovation: The program is committed to integrating evidence-based and technological advances into instruction and physical therapy service delivery. Program students and faculty will anticipate and respond to changes within the educational program and workplace settings by creating and adapting methods to achieve program outcomes.

Collaboration and Partnership: Both the college and the program recognize that in order to develop career and technical professionals, we must continuously partner with employers, students, faculty, and the public to ensure that our programs meet the expectations of the community beyond the college campus.

Integrity: The program conducts itself in a way that is open to assessment, scrutiny, criticism, and suggestions for change. In all processes, the program, clinical partners, and the college create a space and opportunity for respectful exchange of ideas that serve to promote integrity in clinical, personal, and professional behaviors.

Accessibility: The program's on-line application and blended learning

environment (face-to-face, hybrid, on-line) lessens the financial burden and geographic constraints on education. The program integrates technology, information literacy, and multi-media open educational resources to minimize barriers to learning. Distributed clinical placements throughout Oregon and beyond expand access to a broad range of experienced clinical faculty.

Sustainability: The program educates students to value factors that promote and/or optimize health. Students are mentored in the adaptability of the mind and the body, which in turn, positively affects the health care team and the health care consumer. Program students and faculty are committed to developing healthy professional relationships and behaviors. We seek opportunities to serve the community and the profession. Resources, teaching approaches, and assessment practices will ensure a relevant and respected Physical Therapist Assistant program that prepares entry-level PTAs for success in their careers.

Outcomes

Physical Therapist Assistant (PTA) program learning outcomes are defined by the Commission on Accreditation in Physical Therapy Education (CAPTE). Program graduates must demonstrate broad, integrative and specialized knowledge, technical and communication skills, and behavior and conduct consistent with entry-level PTA practice. Learning outcomes have a strong emphasis on safely and effectively implementing a plan of care under the direction of a supervising physical therapist. PTAs work under the direction of the supervising physical therapist in helping clients (individuals, families or communities) promote health and recovery from acute or chronic neuromuscular, musculoskeletal, cardiovascular, pulmonary, metabolic, and integument injury or disease.

The graduate:

- communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
- recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- exhibits conduct that reflects a commitment to meet the expectations of the members of the profession of physical therapy and members of society receiving health care services.
- exhibits conduct that reflects safe practice standards that are legal, ethical and safe.
- communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist, including functional training, infection control, manual therapy, physical and mechanical agents, therapeutic exercise, and wound management.

- demonstrates competency in performing components of data collection skills essential for carrying out the plan of care, including tests and measures for aerobic capacity, pain, cognition, assistive and prosthetic devices, joint motion, muscle performance, neuromotor development, posture, self-care and home/community management, ventilation, respiration, and circulation.
- recognizes and initiates clarifications with the supervising physical therapist when indicated.
- adjusts treatment interventions within the plan of care to optimize patient safety, progress, and comfort; reports outcomes to the supervising physical therapist.
- instructs and educates patients, family members, and caregivers as directed by the supervising physical therapist.
- instructs members of the health care team as directed by the supervising physical therapist, using appropriate instructional materials and approaches.
- demonstrates a commitment to meeting the needs of the patients and consumers.

Goals

1. Faculty, students, graduates and community partners consistently provide evidence of a strong commitment to the profession of physical therapy and the core values of the college
2. Graduating students will meet '**Entry Level Performance**' on eligible/evaluated criteria on the Clinical Performance Instrument.
3. Program graduates will meet or exceed first time pass rates for the National Physical Therapist Assistant Examination.
4. 75% of program graduates will be employed as a Physical Therapist Assistant within six months of graduation.

Accreditation

The Physical Therapist Assistant Program at Lane Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Disclosure to Students

Students who complete program graduation requirements are eligible to apply for the National Physical Therapist Assistant Licensing Examination. A current Physical Therapist Assistant license is required for employment in Oregon and most states. You are responsible for contacting state licensing boards to schedule an examination date.

Accessibility Notice

To request assistance or accommodations related to disability, contact Center for Accessible Resources at **(541) 463-5150** (voice), 711 (TTY), AccessibleResources@lanecc.edu (e-mail), or stop by Building 1, Room 218.

Lane Community College does not discriminate based on disability in the admission or access to its programs or activities.

Curricular Design

The program is a concentrated, two year Associate of Applied Science degree program. PTA lecture courses are offered through distance learning (on-line). PTA laboratory courses for hands-on learning and skill testing require one-full day (6-8 hours) of class a week at the Main Campus in Eugene or Rogue Community College – Table Rock Campus in White City, Oregon.

In the second year of the program, PTA students continue on-line and lab-based instruction while completing three, full time rotations in a variety of settings. Clinical instruction is offered throughout Oregon, with options to travel out of state. Students may have to travel to cooperative education sites more than 90 miles from the college campus in order to complete graduation requirements.

All laboratory courses are geared toward preparing the student for the clinical experience. There is a focus on safety and patient-centered interactions. Skill checks and lab exams for student understanding are marked with pass/no pass red flag criteria that must be demonstrated to instructor satisfaction to pass the check/exam.

Completed Coursework

Specific content areas for which the student has demonstrated academic and laboratory competency prior to beginning PTA 280A are as follows:

Course	KNOWLEDGE, SKILLS AND ABILITIES
Gen-Ed Curriculum 32 credits	<p>Communications Elementary Algebra (or higher), Health and First Aid, Human Body Systems, Psychology, Medical Terminology, Writing</p> <p>Foundational skills and knowledge assessments in arts & letters, math, health, health care science, general science, social science, medical communication, and information literacy. Competencies demonstrated: college-level general education learning outcomes, CPR and AED use, first aid certification</p>
PTA 100 3 credits	<p>Introduction to Physical Therapy</p> <p>Communication and goal setting skills, accountability, written and electronic communication, problem-solving and role of PT/PTA/PT Aide and physical therapy practice. Competencies demonstrated: Working under PT supervision, APTA Code of Ethics, APTA Standards of Ethical Conduct for the Physical Therapist Assistant, Guide to PT Practice, reimbursement, State PT Practice Act, introductory documentation</p>
PTA 101/101L 5 credits 2 credits/ 6 lab hours	<p>Introduction to Clinical Practice 1/Lab</p> <p>Electrotherapeutic, physical and mechanical modalities, thermotherapy, crutch and gait with assistive devices, massage, transfer techniques and basic motor learning patterns, pain. Competencies demonstrated: Vital signs, standard precautions, posture, informed consent, body mechanics, positioning, transfers, application of hot pack/ice, ultrasound, electrical stimulation, TENS, massage, wheelchair management and propulsion, PROM, and documentation principles</p>
PTA 132/132L 2 credits 2 credits, 6 lab hours	<p>Applied Kinesiology 1/Lab</p> <p>Lower body kinesiology knowledge including gait and locomotion training, injury prevention of lower extremity issues, manual therapy techniques, flexibility exercises and movement pattern training. Competencies demonstrated: goniometry, MMT, PROM, exercise prescription and progression, PNF and palpation for the lower quarter, pelvic symmetry and leg length measurement, gait analysis, joint integrity and mobility</p>
PTA 103/103L 5 credits 2 credits, 6	<p>Introduction to Clinical Practice 2/Lab</p> <p>Pathology of single organ dysfunction diagnoses, discharge planning, psychosocial impacts of disease, geriatric and pediatric conditions, injury prevention, and self-care ADL training. Competencies demonstrated: BBP, OHSA, HIPAA, mandatory</p>

lab hours	reporter, asepsis, administration of standardized tests (FIM/PLE), measuring physical space, activities for reconditioning in the general medical population (bed mobility, transfers, therex), sensation and myotome testing, orthotic fitting, airway clearance, iADLs, energy conservation, wheelchair safety, basic skin checks, basic anthropometric data collection, arousal/attention, data collection and documentation for the interventions in the general medical population
PTA 133/133L 2 credits 2 credits, 6 lab hours	Applied Kinesiology 2/Lab Upper body kinesiology knowledge including body mechanics and postural awareness, flexibility exercises, PNF, injury prevention and manual therapy techniques Competencies demonstrated: goniometry, MMT, PROM, exercise prescription and progression, PNF and palpation for the upper quarter, posture analysis, and movement analysis presentation
PTA 104/104L 5 credits 2 credits, 6 lab hours	PT Interventions – Orthopedic Dysfunctions/Lab Orthopedic interventions for the spine and extremities. Includes arthritis, fracture, overuse, joint arthroscopy and arthroplasty; includes recognition of signs and symptoms of abuse. Competencies demonstrated: Assistive device fit, gait training, traction, therapeutic exercises and exercise principles for conditions affecting the spine extremities, and protective bracing

Concurrent Coursework During Clinical:

During each clinical experience, students are enrolled in the following courses. The format is condensed to five weeks prior to, immediately following, or split both before and after the clinical experience.

Fall PTA 204/204L 5 credits 2 credits, 6 lab hours	PT Interventions – Neurological Dysfunctions/Lab Understanding of neurological dysfunctions and physical therapy interventions for neurological conditions encountered in physical therapy, including SCI, TBI, CVA, MS, Parkinson’s, Developmental Delay, and dementia Competencies demonstrated: Balance considerations/exercises, coordination exercises, neuromuscular tone, locomotion, and assistive devices for ADLs, neuromuscular re-education, pediatric rehabilitation/handling, PNF, gross and fine motor milestones, neurological tests and measures, caregiver training, DC planning, cognitive and age-appropriate communication
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Physical Therapist Assistant Program Clinical Education Manual

Chapter 2 Preparation for Clinical

Preparation for Clinical

At Lane Community College, we value clinical learning to such a degree that we created individual Mission and Philosophy statements for the clinical portion of the curriculum.

Mission

The mission of the Physical Therapist Assistant cooperative clinical education curriculum is for students to synthesize and apply safe and effective principles of physical therapy interventions under the supervision of a physical therapist.

Clinical education opportunities will include local and rural communities to increase opportunities for students to learn varied perspectives, skills, and behaviors from clinical faculty serving those communities.

Students benefit from using technology for sustaining professional relationships with faculty and classmates through self-evaluation, peer-evaluation, and reflection needed to support personal and professional development and job-readiness during clinical education.

Through professional mentorship, clinical faculty teaches applications of evidence-based practice in demonstrating commitment to lifelong learning, professionalism, trustworthiness and clinical excellence in physical therapy interventions in preparation for successful employment as a PTA.

Philosophy

Physical Therapist Assistant clinical education should integrate theory, supervised hands-on practice, reciprocal, constructive feedback, communication and patient education, professionalism and ethics in applying safe and effective physical therapy interventions.

Clinical excellence in Physical Therapist Assistant clinical education depends on progressive skills and competencies that are commensurate with the level of education and previous supervised clinical experience. Knowledge, skills and abilities progress from novice to entry level over the course of the clinical education curriculum.

Clinical education should be evidence-based in the treatment interventions for movement impairment and dysfunction. Clinical education includes mentoring students in concepts which support and supplement adaptability of the mind and body for students and patients.

Clinical education should integrate emerging technology to include evidence-based treatment resource application, data collection and documentation, and improved health care information access in local and rural communities.

Students are mature, have varying individual needs, cultural backgrounds, and past experiences and will look for support and professional development opportunities in the clinical setting.

Clinical faculty will systematically integrate feedback from students, academic faculty, colleagues, Advisory Committees, and the general public an effort to ensure a sustainable, effective, relevant, accurate and respected Physical Therapist Assistant program.

Clinical faculty will mentor and counsel PTA students in job skills which are consistent with successful employment as a PTA.

Clinical/Cooperative Education Definitions

Academic Coordinator of Clinical Education

The Academic Coordinator of Clinical Instruction (ACCE) is an academic program faculty member. The ACCE is responsible for planning, coordinating, facilitating, administering, and monitoring cooperative clinical education activities on behalf of the academic program and in coordination with academic and clinical faculty. The ACCE determines the student's grade in PTA 280 courses.

Clinical Facility/Site

The Physical Therapist Assistant program enters into agreements with local and rural health care agencies that provide physical therapy services. The clinical facility is an off-campus, educational site where PTA students apply previously learned skills and abilities in a patient care setting under the supervision of the physical therapist. Students follow the policies and procedures of the clinical facility and of the PTA program during enrollment in PTA 280-level courses.

Clinical Faculty/Clinical Instructors

Clinical faculty members (CIs) are licensed PT or PTAs who provide supervised clinical instruction in a clinical facility. CIs are employed by the clinical facility. CIs have at least one year of licensed experience and are assessed by the CCCE and the ACCE for readiness to participate in Physical Therapist Assistant Education.

Center Coordinator of Clinical Education

The clinical facility designates a CCCE who coordinates student placements in the clinical faculty. The CCCE facilitates student orientation to facility policies and procedures and provides resources and support for effective clinical teaching. The CCCE may participate in student evaluations and communicates questions or concerns with the ACCE and the CI. The CCCE works with clinical faculty to ensure clinical faculty demonstrate a high level of competence in their area of practice and are effective clinical teachers. CCCEs model effective communication for teaching and learning.

PTA 280

PTA course number associated with program clinical education rotations. Course numbers are sequenced (e.g., A, B, C) to reflect progression through the PTA program.

Clinical Faculty – Rights and Privileges

The clinical faculty is not employed by the college, and therefore is not eligible for faculty agreements according to the college Main Agreement and Memoranda of Agreements.

Clinical instructors are considered “workplace supervisors” or “employers” by the Cooperative Education Division. Employer information, including the Employer Handbook, can be found on the Cooperative Education Division website. (<https://www.lanec.edu/cooped/employer-information>)

Clinical Experience Requirements

Each term in the second year of the PTA program, students will complete 216 hours in 6 weeks of clinical instruction in a PTA 280-level course. Students are required to show evidence of completion of a PTA 280-level course in the following practice settings:

1. In a long-term/extended care facility or rural hospital with long term care.
2. In a general hospital or rural hospital facility.
3. In a rehabilitation facility, home health care, sports medicine, outpatient, pediatric clinic, or combination setting.

Included in these clinical experiences, the student must have opportunity to focus primarily on the treatment of four (4) types of patient populations:

1. The patient in the acute phase of healing
2. The patient in the chronic phase of disease and disability
3. The patient with orthopedic diagnoses
4. The patient with general medical diagnoses

Clinical Site Development

Lane Community College is in a unique position as an online/hybrid program providing access to healthcare education to students beyond Lane County. With that in mind, clinical site development spans further than the Willamette to offer clinical sites closer to home for those commuting students.

The ACCE is responsible for developing and maintaining clinical relationships with sufficient depth and breadth of clinical sites. This process includes, but is not limited to, interviewing CCCEs, reviewing Clinical Site Information Forms (CSIFs), and managing Clinical Education Agreements, and performing site visits to ensure a safe clinical education environment. Active sites are listed on the Inventory of Clinical Sites with pertinent information.

Criteria for Selection of Clinical Instructors

The ACCE relies heavily on the CCCE to choose qualified and willing Clinical Instructors. A Clinical Instructor Agreement including the following criteria will be sent with each student for signature by the CI as verification of commitment to clinical education.

The Clinical Instructor shall:

1. Hold current licensure in good standing of the state of practice as a Physical Therapist or Physical Therapist Assistant.
2. Have at least one year of clinical experience as a Physical Therapist or Physical Therapist Assistant.
3. Express desire and willingness to engage in clinical education with Student Physical Therapist Assistants.
4. Be committed to high quality Physical Therapist Assistant education and support the Lane Community College Physical Therapist Assistant Program.
5. Provide adequate supervision of the Student Physical Therapist Assistant during patient interaction, intervention, and documentation.
6. Maintain full responsibility for patient care and records of care.
7. Abide by the *Code of Ethics for the Physical Therapist* or *Standard of Ethical Conduct for the Physical Therapist Assistant* as well as all applicable state and federal laws.
8. Provide feedback of student performance through the Clinical Performance Instrument at both midterm and completion of the experience. (*This requires completion of the PTA CPI online training module with 70% passing score on the post-test.*)
9. Comply with policies and procedures outlined in the Lane Community College Physical Therapist Assistant Clinical Education Manual, as well as policies and procedures of the clinical site.
10. Contact the Academic Coordinator of Clinical Education as needed regarding student performance, expectations, or other topic related to clinical education.

Clinical Faculty Evaluation

CI faculty evaluation is a collaborative process between the CI, ACCE, CCCE and students. CPI assessment and alignment, Student Evaluation of Clinical Instruction, site visit data, workshop attendance, and informal communication (phone, in-person and email) inform teaching effectiveness, identify opportunities for professional development, and recognize CIs for excellence in teaching.

Student Selection of Clinical Sites

First year SPTAs have access to the Inventory of Clinical Sites to choose their top three choices for each setting/term of the second year. The ACCE uses a lottery system to place students. There is an opportunity to set up a custom site for a student desiring a placement at a location not on the Inventory of Clinical Sites.

Due to geographical limitations, students must expect travel for at least one clinical experience to fulfill the variety of clinical experiences. Cost of housing, travel and meals is the responsibility of the student. Suggestions for planning ahead are provided in the Program Policy Manual during orientation.

In compliance with the Uniform March Mailing policy, requests for clinical affiliation commitments will be sent to all sites on the Inventory of Clinical Sites March 1st of each year. A response is requested by April 15th to allow sufficient time to confirm placement before the end of the academic year.

Preparation for Clinical – Non Academic

Immunizations and Background Checks

PTA Program faculty and the student will work together to ensure the student has the following non-academic requirements prior to starting the clinical education portion of the program in alignment with the state of Oregon Administrative Standards for Health Profession Student Clinical Training (effective 7/1/2015) at: <http://www.oregon.gov/oha/OHPR/Pages/sct.aspx>

Standards Include:

- Physical exam
- Personal health insurance
- Immunization record
 - Mantoux TB test or chest x-ray
 - Hepatitis B vaccinations – series, titer or booster
 - MMR immunizations or positive titer
 - Varicella – immunizations or positive titer
 - Adult Tdap – immunization, or waiver if Td immunization
 - Seasonal Flu vaccine
- Identification name tag
- American Heart Association BLS Health Care Provider CPR and First Aid training card or certificate
- Criminal background check
- Urine drug screen 1- panel with alcohol
- Liability insurance (provided through the school)
- OSHA, Fire Safety, Bloodborne Pathogen and Mandatory Reporter training certificates
- Facility-specific patient confidentiality statement form signed (if requested by an individual clinical site)
- Mailed student profile packet to clinical site 6 weeks prior to the start of each clinical experience

Students are made aware of potential site-specific requirements, such as additional drug screens, HIPAA training, or background checks. The ACCE makes every effort to maintain current records of these requirements through regular communication with CCCEs. Yearly updates of the Clinical Site Information Form (CSIF) for each site is critical for ensuring proper student readiness for clinical.

Student PTAs e-mail completed student profile packets to clinical site six weeks prior to the start of each clinical experience. The ACCE e-mails the ACCE Memo with Letter of Good Standing, course syllabus, and additional clinical resources approximately four weeks prior to the clinical start date.

During the Clinical Experience

Attendance and Lateness

Student schedules for each full-time clinical experience will be determined by the site and communicated to the ACCE and the student prior to the student's arrival. ON TIME FULL ATTENDANCE IS REQUIRED. In order to pass PTA 280A, PTA 280B, and PTA 280C courses, there will be no unexcused absences.

If a clinical experience must be missed for any reason, the student must call BOTH the PTA Program ACCE, and the clinical instructor before the student's scheduled arrival time. In the event of bad weather, students are expected to arrive if they are able to travel safely, independent of college closure status.

- One excused absence may be forgiven at the discretion of the CI and ACCE.
- Keep contact information for the clinic and the ACCE readily available to contact BOTH prior to any missed shift.
- **Illness:** An ill student must not endanger patients with risk of exposure; call the clinic and stay home.
- In the event of injury or restrictions, a written release from a physician is required to return to the clinic.
- Students must follow the schedule of the clinical instructor(s) including holidays and breaks.
- **Inclement Weather:** Students will be placed in various regions and are expected to follow closure policies of the facility. Regardless of school closure, students are to be present for clinical if able to arrive **safely**.
- Students may be excused for attendance of APTA events if approved by CI and ACCE.
- Poor attendance may result in removal of a student from the clinical, failure of the clinical experience, and/or removal from the program.

Lateness

- On time arrival and preparation are expected each day. This may mean arriving early to allow for preparatory time.
- If you will be late, you **MUST** call the facility.
- More than TWO late arrivals to the clinical site will result in lowering of the letter grade 1 full grade.

Clinical Contact Hours

PTA 280 clinical courses occur during weeks four through nine of each term of the second year of the program. Students register for 6 credits of PTA 280, scheduled for approximately six weeks of full-time clinical experience (1 credit = 36 contact hours x 6 credit course) for **216** total contact hours. Students are NOT covered by the state's workman's compensation insurance beyond the 216 contact hours required for the course but may continue at their own discretion. Variable credit of

between 4-8 credits is available in the event that the experience needs to be shortened or extended to meet clinical objectives.

Workplace Behavior

A professional appearance is required as part of the clinical experience. The student must follow the clinical education site's regulations for proper attire; the student must also be neat and appropriately groomed. The student will wear his/her LCC name tag which identifies the student as a "Student Physical Therapist Assistant". Clinical instructors assure patients provide permission for treatment by a student. Patients who elect not to participate in supervised clinical practice by a SPTA may refuse without prejudice.

The student will demonstrate a professional manner at all times, remembering that he/she represents Lane Community College and the LCC PTA Program. Any patient contact with the student must be supervised by the CI. The student is required to continually protect patient confidentiality.

Students are encouraged to discuss problems directly with the CI/CCCE as well as seek input from the ACCE as needed to promote positive communication and problem solving. When problems or concerns arise which remain unresolved through direct student/CI communication, the CI and/or the student shall contact the ACCE for an assessment of student and clinical learning readiness.

Students are required to present a staff in-service during each of their three fulltime clinical experiences. The student should take the initiative to discuss this requirement with their CI for scheduling and topic planning. An inservice presentation may be repeated once, with approval of the CI, as long as it is pertinent to the clinical setting and of interest to the staff.

Clinical Education Dress Code Considerations

- Adhere to the dress code policies of any assigned clinical site
- Name tag is visible and identifies you as a "SPTA"
- Hair should be clean and pulled back from the face so as to not impact simulated or direct patient care
- For infection control purposes, jewelry is kept to a minimum (such as one or two rings). For your safety, post-style earrings are recommended and the wearing of necklaces is discouraged. Other visible body jewelry must be small and discrete. A watch with a second hand, or a digital watch, is required
- Fingernails are to be kept clean, short and neatly filed. For infection control purposes, artificial nails are not permitted, and any nail polish must be without chips which are known to harbor bacteria
- Personal hygiene: Perfumes and colognes are not permitted. Light makeup may be worn, if desired. Offensive body odor must be controlled. Daily bathing and use of underarm deodorant is highly recommended. If you smoke, you must take special care to maintain a smoke-free presence. The

use of a breath freshener is encouraged. Lack of attention to personal hygiene may result in exclusion from the classroom and clinical settings

- Chewing gum and chewing tobacco are not permitted in the classrooms and clinical settings.

Policy on Safety for All Individuals Involved In Clinical Education

The program promotes the safety of all individuals involved in the clinical education portion of the curriculum, through procedures outlined in the Program Policy Manual. Safety training will be included and emphasized throughout the Program, in skill checks and practical exams, and, in the core PTA classes for certification in adult, infant, and child CPR.

Physical Therapist Assistant, different from many other academic disciplines, is a practice discipline. In physical therapy education, the principles of patient care are taught in the classroom and applied by students in practice learning situations. These include caring for patients in clinical settings under clinical faculty supervision. Inherent in this practice are the rights of patients. Every patient has the right to the services of a reasonably competent physical therapist assistant, and the right to expect from physical therapist assistant students the same standard of care that he or she would receive from a licensed physical therapist assistant performing similar activities. This includes protection from unsafe behavior. Patients have the right to refuse supervised treatment by a SPTA.

As a practice discipline, properly learning and integrating safe practice techniques into clinical practice is an essential element of being qualified to continue in the program. A determination made pursuant to this policy that a student has engaged in unsafe practice in the clinical setting may result in dismissal from the Physical Therapist Assistant program.

Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in a clinical practice setting which is part of a student's academic program. All matters under this policy shall seek to protect the confidentiality of the parties and be conducted according to procedures approved by Lane Community College.

Exposures and other Accidents/Incidents During Clinical

All exposures and accidents shall be reported to the clinical facility and the ACCE. Examples include body fluid splashes, needle sticks, accidents, injuries, and other events that could endanger your health and the health of others. Lane Community College is not responsible for medical care. These incidents are to be documented according to policies provided on the Cooperative Education Internship form provided prior to clinical placement. Co-op students are covered under SAIF for costs associated with exposures, accidents, or injuries experienced while at clinical.

Any injury sustained while at the worksite must be reported to SAIF through the Cooperative Education Division within 5 day of incident.

Drug and Alcohol Policy

Any student exhibiting signs of intoxication will be sent, by taxi, for urine and drug testing at his/her expense. The clinical facility selects the testing location.

Responsibility for Student Competency

If the clinical instructor teaches the student a skill that was not covered in the program, the clinical instructor is responsible for determining the competence of the student in performing the skill on patients. If the skill was taught within the PTA Program, the college is responsible for assuring competence with the skill.

Summary of Student Responsibilities during Clinical Education

Students have the responsibility to:

- abide by the policies, procedures, rules and regulations of the clinical agency in effect when student is at the hospital/facility.
- pay for their own health care, transportation, parking, food and beverages and any expenses associated with their education.
- carry individual health and accident insurance during their assigned clinical experience. Students who are injured or become ill while in the clinical area responsible for their own medical care including any charges.
- assume responsibility for any personal illness, necessary immunizations, tuberculin tests, chest x-rays, and health exams, and to provide documentation of such to the facility or Lane Community College upon request.
- be aware of prescription medications that may impair their ability to complete clinical education safely and advise clinical instructors accordingly
- keep in confidence any and all privileged information concerning all patients.
- keep the Health Professions Program office informed of any change in name, address or phone number.
- evaluate their own clinical performance and to review the evaluation written by the faculty



Physical Therapist Assistant Program Clinical Education Manual

Chapter 3 Clinical Outcomes and Assessment

Clinical Outcomes

Clinical outcomes are based on a progressive building from beginning performance level to entry level performance through the series of three clinical rotations in the second year of the PTA Program.

Grades are based on multiple measures of performance. Final grades are assigned by the ACCE based on formative and summative feedback from clinical faculty, challenge of clinical site, and discussions with the student as needed. The Physical Therapist Assistant Clinical Performance Instrument online version (PTA CPI Web) is the selected assessment tool. The PTA CPI accounts for approximately 75% of the overall course grade. Students will be assessed at midterm and at the conclusion of the clinical education experience. In order to pass the course, students must achieve the following standards on the CPI:



Red flag criteria (PTA CPI 1,2,3,5, and 7) and Behavioral Criteria (PTA CPI 4 and 6) must meet a minimum threshold rating for the outcomes listed below.

All other criteria for physical therapy skills and interventions (PTA CPI criteria 8-14) must meet a minimum threshold rating as listed below.


Course	CPI Criteria #1-7 Threshold	CPI Criteria #8-14 Threshold
PTA 280A	Approaching Intermediate Performance Level	Approaching Advanced Beginner Performance Level
PTA 280B	Approaching Advanced Intermediate Level	Approaching Intermediate Performance Level
PTA 280C	Entry Level Performance	Entry Level Performance

- Scores at midterm are expected to fall within the shaded scoring range.
- Students must demonstrate progress from midterm to final.

PTA 280A					
PTA 280B					
PTA 280C					
Beginning Performance	Advanced Beginner Performance	Intermediate Performance	Advanced Intermediate Performance	Entry Level Performance	

Determination of Satisfactory Progress of Clinical Experience

Critical Safety Elements

Students are continuously evaluated by the clinical instructor throughout the clinical experience on established critical safety performance and behavior expectations described in the course syllabus. The clinical instructor may discontinue a supervised intervention by a student if there is a concern about patient safety, student safety, or patient care, as documented in the Unsatisfactory Student Behavior Program Policy. Critical safety elements are identified as "Red-Flag" items on the CPI. 

The clinical instructor will consult with the ACCE to determine student readiness to continue the assigned clinical experience. Formal documentation of the critical safety element concern and the result of corrective or other action will be documented in the CPI and/or the Cooperative Education Agreement. Demonstration of Unsatisfactory Student Behaviors may result in failing the course.

Midterm Evaluation of Student Progress

The clinical instructor will meet with the student no later than the end of week four of the clinical experience to review midterm results on the CPI and discuss progress toward successful course completion. The ACCE is notified of the midterm assessment outcomes upon its completion. The clinical instructor is responsible for communicating any areas of Significant Concern in a timely manner to the ACCE and the student.

Final Evaluation of Student Progress

The final decision as to whether or not the student passes the clinical experience is made by the ACCE. This decision is a professional judgment based upon the following:

1. Scores for the final evaluation on the Clinical Performance Instrument.
2. There is a minimum criteria score which must be met to consider the clinical experience passed. See above.
3. Problems or concerns raised by the CI and student during the clinical experience and whether or not these were effectively resolved.
4. How the problems affect patient safety and patient care.
5. How the problems affect the student's chances of performing at entry level by graduation and during a probationary period on the first job.
6. Whether or not the problems fit a pattern of problems and concerns that were evident during the student's academic period.
7. ACCE consultation with the student's advisor, PTA Program Coordinator, and CI.
8. The most effective manner in which the problems can be remediated.
9. The uniqueness or complexity of the clinical site.
10. Whether or not all outcomes on the course syllabus have been met.

Sample syllabi and Sample Weekly Progressions for each of the PTA 280 series courses are included in the appendix of this manual. The course-specific syllabus will be sent approximately four weeks prior to the start of each clinical rotation along with a memo from the ACCE. A "Flow of Forms" includes electronic hyperlinks to all Lane Community College clinical documents and resources for quick reference.

Assessment Tool: Online PTA Clinical Performance Instrument

Lane Community College has chosen the Online PTA Clinical Performance Instrument (CPI) for assessment of student clinical performance. This online version aligns with college and program core values of sustainability and innovation, as well as the growing trend of technology use in the healthcare field. CPI Web offers technical support through Liaison International and scores are secure and stored indefinitely in archives for future analysis. PTA CPI Web has been tested for validity and reliability and reduces risk if scores are challenged at any time. All users of PTA CPI Web are required to complete a free online training module through the APTA Learning Center and pass a post-test in order to access the CPI. This module offers free continuing education units and ensures competent and consistent assessment of student performance by clinical instructors.

Clinical faculty must notify the ACCE once the online training module is completed in order to be entered into the PTA CPI Web system and login information sent. Successful completion is verified at the time of the first login.

The online version of the PTA CPI offers specific anchors for performance criteria for a more objective assessment of student performance than the visual analogue scale of the past. Information and comments can be entered at any time during the clinical experience. The student and clinical instructor complete individual CPI assessments, sign off on the scores, and then review one another's assessments before signing off in agreement or making additional comments after review. Immediately after the student and clinical instructor sign off on their own CPI, the scores are visible to the ACCE for review. This allows the ACCE to be apprised of the progress and allows earlier intervention if a problem exists.

CPI ratings by student and clinical instructor at mid-term and final are shown together for easy comparison and demonstration of progress. Comments are required for information to be saved, providing improved overall feedback to the ACCE.

Information and instruction sheets regarding the online training module and accessing the PTA CPI Web are located in the appendix. Please bookmark the PTA CPI Web for easy finding.

ACCE Assessment of Student Learning During Clinical Education Policy

Problems or concerns should be recognized early during the clinical experience and an action plan developed to facilitate student success.

Policy on Exclusion from Clinical

Clinical instructors have the authority and the responsibility to remove any student from the clinical who is creating an unsafe situation for self or others. These will result in unexcused absences. Examples include, but are not limited to:

- Students reporting for a clinical shift who, in the opinion of the clinical instructor, are demonstrating evidence of being not physically or emotionally able to provide safe patient care.
- Students reporting for a clinical lab session that, in the opinion of the clinical instructor, are not adequately prepared to provide safe patient care.
- Students reporting for a clinical lab session who, in the opinion of the clinical instructor, are too fatigued provide safe patient care.

A student who is permanently excluded from the clinical laboratory for unsafe physical therapist assistant behaviors shall receive failing grade (less than "C") in that course, or may withdraw in accordance with college policy.

Unsatisfactory Student Behaviors

Factors which contribute to failure to meet course objectives include but are not limited to:

Excessive absences - If a student is unable to successfully complete a course, he/she may be dropped or be given failing grade, based upon the amount of content/clinical experience missed, and inability to proceed due to lack of prerequisite content. A student who has four or more unresolved absences at the end of the term will be referred to the Admission & Retention Committee for evaluation of the student's ability to makeup those absences.

Inability to meet course objectives - These may include repeated failure to:

- Apply theory and principles to clinical practice.
- Plan, organize and fulfill the tasks assigned by the instructor.
- Communicate effectively with patients, instructors and peers; and inability to understand verbal and nonverbal communications.
- Attain minimal competency in the skills required for safe clinical performance.
- Respond appropriately to instruction and suggestions made by those in authority.
- Perform in a safe and dexterous manner in relation to self and patients.
- Assume responsibility for satisfactorily preparing and completing clinical assignments made by the instructor.
- Demonstrate growth in coping with stressful situations in a calm and dependable manner.
- Demonstrate improvement in clinical laboratory performance within period designated by the instructor.
- Attain a passing grade as stated in the course syllabus.

Demonstrate Unsafe Clinical Performance - Unsafe clinical behaviors include, but are not limited to, the following behaviors:

- Threaten the physical safety of the patient (e.g, neglects use of side rails, restraints; comes unprepared to clinical; leaves bed in high position).
- Threaten the psychological safety of the patient (e.g, uses clichés repeatedly; does not encourage verbalization, or is not aware of difference in ability to communicate).
- Threaten the microbiological safety of the patient (e.g, does not recognize violation of aseptic technique; comes sick to clinical experience; does not recognize violation of isolation precautions; does not hand wash adequately).
- Threaten the thermal safety of the patient (e.g, burns patient with heating lamp, etc.)
- Inadequately and/or inaccurately utilize the physical therapy plan of care (e.g, fails to observe and/or report critical information regarding patients; makes repeated faulty judgments in interventions).
- Violate previously mastered principles/learning objectives in carrying out physical therapist assistant interventions (e.g., unable to administer modalities safely by second year of program)
- Threaten legal/ethical scope of practice by assuming inappropriate independence in actions or decisions (e.g., fails to seek supervision when situation is questionable, out of control, or in an emergency).
- Threaten legal/ethical scope of practice by assuming inappropriate level of independence when performing a procedure for which that student is inadequately prepared or is unsure how to proceed in a confident manner.
- Threaten legal/ethical scope of practice by providing physical therapist assistant care as a student in a clinical setting without the knowledge or supervision of a faculty member.
- Suspicion of being impaired due to prescription medication use or misuse.

Any evidence of unsatisfactory student behavior(s) will be reviewed by the faculty and Program Coordinator, and will be handled individually regarding students' continuation in the program.

Behaviors relating to responsibility, competency, and accountability and meeting time commitments are essential in the professional physical therapist assistant. These behaviors need to be demonstrated by you consistently over time across the curriculum.

Corrective Action Plans for success in internships will be forwarded from one instructor to the next instructor (academic and clinical) to ensure that students will be given the encouragement, support and limit setting to facilitate learning of essential professional behaviors. A student behavior that results in a Corrective Action Plan in any one term, if repeated in a subsequent term, can result in immediate reinstatement of a Corrective Action Plan or Clinical Probation.

Clinical Probation

Clinical probation, similar in intent to academic probation, alerts both faculty (academic and clinical) and student of the need for increased attention to specific behavior and objectives required to progress and successfully pass clinical internships.

The ACCE, in collaboration with CIs and the Program Coordinator, develops a Corrective Action Plan for clinical. Plans include regular meetings between the student and the ACCE to evaluate the progression of behaviors. Every effort will be made to assist the student to succeed. However, if the objectives continue to be unmet and/or the student behaviors do not show steady improvement as set in the Correction Action Plan, the student will not pass the clinical internship course. Students who do not pass clinical may not continue to the next clinical internship in the program regardless of academic performance in other courses.

Students must complete clinical internships in sequence. Students who do not meet minimum standards for clinical internship in any sequence are ineligible to continue in the program.



Physical Therapist Assistant Program Clinical Education Manual

Chapter 4 Appendix

Appendix Documents

1. Flow of Forms
2. Lane Community College – FERPA Student Privacy
3. Standards of Ethical Conduct for the Physical Therapist Assistant
4. PTA Decision Making Algorithm
5. PTA Direction Algorithm
6. PTA Supervision Algorithm
7. Lane Cooperative Education Internship Agreement
8. Cooperative Education Learning Objectives Planning Form
9. Critical Incident Report
10. CPI Web Users Guide
11. PTA CPI Quick Click Guide
12. PTA CPI Web Instructions for the Clinical Instructor
13. PTA CPI Web Instructions for the Student
14. CPI Definitions
15. Student Profile Form
16. Student Orientation to the Clinical Site
17. Criteria for Selection of Clinical Instructors Form
18. Patient Survey
19. APTA Values Based Behaviors for the Physical Therapist Assistant
20. Minimum Required Skills for the PTA Graduate
21. PTA 280 A Sample Syllabi
22. PTA 280 B Sample Syllabi
23. PTA 280 C Sample Syllabi
24. PTA 280 A Sample Weekly Progressions
25. PTA 280 B Sample Weekly Progressions
26. PTA 280 C Sample Weekly Progressions
27. Supplemental Learning Activities
28. Medicare Supervision Chart
29. APTA Student Supervision Guidelines
30. Student Evaluation of Clinical Experience
31. Cooperative Education Handbook