

VINCENNES UNIVERSITY

Physical Therapist Assistant Program



Clinical Education Manual

Welcome to clinical education! This manual is intended to provide assistance to students involved in clinical education, faculty and staff of Vincennes University, as well as the dedicated professionals who will be monitoring students as their clinical instructor (C.I.) in the clinical agency.

Clinical education is a vital portion of the physical therapist assistant curriculum. It allows the student to fully integrate the skills learned during didactic courses and college laboratory sessions.

Please take the time to familiarize yourself with the information contained in this manual. Students will be expected to follow the policies outlined in this manual as well as the policies outlined in the Student Handbook.

Questions or concerns regarding any item related to the Physical Therapist Assistant Program should be directed to:

Natalie P. Graves, PT, DPT
Chair/A.C.C.E
Physical Therapist Assistant Program
Vincennes University
1002 North First Street
Vincennes, IN 47591
(812) 888-4414
ngraves@vinu.edu

Table of contents

Institution History and Accreditation	3
Disabilities Services Policy and Non-Discrimination Statement	4-5
Mission Statement	5
Philosophy	5-6
Program Goals and Outcomes	7
Program Curriculum	8
Course Descriptions	9-10
Clinical Education Student Outcomes	11-12
Clinical Affiliation Information	12-17
Evaluation of Student Progress	18-20
Student Competency Skills	20-21
Clinical Attendance	21
Student Responsibilities	22-23
Student Conduct and Appearance	23-24
Confidentiality	24
Clinical Incidents	25
Immunization and CPR	25
Substance Abuse Policy	26
Grievance and Complaint Procedures	26-28
VU Policies and Procedures	28
Facility Safety	28
Clinical Faculty Rights and Privileges	28
Clinical Instructor Education Tips	28

Appendixes

Appendix A	Professional Behaviors (Previously Generic Abilities)
Appendix B	Clinical Education Forms for Students
Appendix C	Clinical Education Forms for Clinical Instructors

I. Intuitional History and Accreditation

In 1801, Jefferson Academy, the direct forerunner of Vincennes University, was founded in Vincennes, Indiana. The Indiana territorial legislature, at its first session in 1806, passed an act to incorporate the first university in the Indiana Territory, "to be called and known by the name and style of Vincennes University." William Henry Harrison, first governor of the Indiana Territory, and later (1841) President of the United States, was the founder of the college and the first chairman of the Board of Trustees of the University. Today, the University is a model comprehensive two-year "university" offering more than 150 associate degree programs, and seven baccalaureate degrees in specialized areas. Vincennes University has a statewide mission and is a fully state supported college, recognized as being unique in Indiana.

Vincennes University is accredited by The Higher Learning Commission, 230 North LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.

Vincennes University initiated the Physical Therapist Assistant Program in 1972. The Physical Therapist Assistant Program at Vincennes University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
Commission on Accreditation in Physical Therapy Education
111 North Fairfax Street, Alexandria, Virginia, 22314
Telephone: 703-706-3245
Email: accreditation@apta.org
Website: www.capteonline.org

The history, philosophy and procedures of physical therapist assisting are interwoven with study in general education support courses as well as courses specializing in the field of physical therapy. The specialized curriculum includes theory and clinical experience in the technical skills of physical agents, manual techniques, therapeutic exercise, functional training, and other physical therapy procedures, as well as data collection techniques.

In accordance with Vincennes University's philosophy, the student will be encouraged to develop capacities as a citizen and person, as well as to acquire the needed technical knowledge and skills. The aim of the program is to prepare graduates to work under the supervision of licensed physical therapists in a variety of settings, including: hospitals, rehabilitation centers, sports medicine clinics, nursing homes, extended care units, home health agencies, and school systems.

Disabilities Services:

Vincennes University complies with the requirements set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair nondiscriminatory treatment. Students with psychological, physical, sensory, communicative, learning or other disabilities should contact the Office of Disability Services as soon as possible after admission to VU. At the collegiate level, it is the student's responsibility to initiate the request for any individual assistance.

It is the student's responsibility to notify the instructor immediately once (s)he has been approved for accommodations, has emergency medical information, or if (s)he needs special arrangements in case the building must be evacuated.

Procedures for Requesting Academic Accommodations

The office of Disability Services assists all qualified students in obtaining reasonable accommodations.

1. Students who choose to request accommodations must request accommodations through the office of Disability Services.
2. Appropriate documentation supporting requests for accommodations must be submitted before accommodations requests can be reviewed.
3. The office of Disability Services staff initially meets with eligible students and reviews the accommodation request.
4. When reasonable accommodations are deemed necessary the office of Disability Services provides a letter(s) of accommodation to eligible students.
5. To initiate accommodations, eligible students must: 1) provide their professors with a letter of accommodation, supplied by Disability Services, and 2) meet with their professors to discuss the implementation of accommodations. Students are strongly encouraged to notify their professors of their qualification for accommodations as soon as accommodations are approved. Accommodations are not retroactive and cannot begin until a professor has been provided a letter of accommodation.
6. Students are urged to notify the director of Disability Services of all problem situations, especially if they do not receive the approved reasonable accommodations.
7. Students receiving accommodations **must** request accommodation renewals through the office of Disability Services **each semester**.

Any request for accommodations in the clinical setting or for off campus training **must** be sought through the office of Disability Services.

Disability Services staff will work together with the students, the instructors, and the clinical institution/training program to determine the appropriate reasonable accommodations and to facilitate in implementing those accommodations. While enrolled in the FSE Program, any change in functional ability must be reported to the clinical instructor and appropriate Chair. Changes in functional ability should also be reported to the office of Disability Services to determine if reasonable accommodations can be made.

I. Please visit the Office of Disability Services website at <https://www.vinu.edu/web/disability-services/welcome> for additional information.

II. **Non-discrimination statement:**

Vincennes University does not discriminate based on race, religion, color, national origin or ancestry, age, sex, sexual orientation, or handicap or against disabled veterans and veterans of the Vietnam Era, or other non-merit factors in its employment or educational programs or activities. Any person who believes that such discrimination has occurred in this institution should contact the Affirmative Action Officer of Vincennes University, 1002 North First Street, Welsh Administration Building, Vincennes, Indiana 47591, 812-888-5848. The AAO also hears concerns when a person believes himself or herself to be a victim of discrimination under Title IX, Section 504 and the ADA.

III. **Mission Statement:**

The mission of the Vincennes University Physical Therapist Assistant Program is to provide excellent and innovative educational approaches for the acquisition of knowledge, skills, and experience necessary to become a physical therapist assistant in the work field under the supervision of a physical therapist. The program is committed to the development of health care practitioners who are dedicated to meeting the safe, ethical, and legal practices of physical therapy for the benefit of patients and families within the communities we serve, and who appreciate racial, social, and cultural diversity. The program is further dedicated to offer student centered learning opportunities with a variety of individual and collaborative activities to build skills for a successful career, lifelong learning, and personal enrichment.

IV. **Program Philosophy:**

As an integral part of Vincennes University, The Associate Degree Physical Therapist Assistant Program, reflects the stated mission of the University. The faculty accepts the responsibility of providing the opportunity for selected individuals to receive an Associate of Science Degree, to be eligible to sit for the State Certification Examination, and to function as physical therapist assistants, thereby meeting the needs of the community and the discipline of physical therapy.

The faculty believes that both general education and physical therapist assistant courses are vital to stimulate the graduate to function with intellectual, social, and technical competency in our rapidly changing environment. We believe that the certified physical therapist assistant has an important role to perform in the administration of selected physical therapy treatments, under the supervision of licensed physical therapists.

It is recognized that the faculty has a responsibility to the student to provide positive

reinforcement, guide learning experiences, stimulate the student's learning potential, act as a resource person, and provide a setting whereby the student has freedom to think and challenge ideas. Program faculty believe that students have various learning abilities, thus varied opportunities to assimilate theories and skills are available to allow the student to progress within their particular mode of learning. Students are expected to assume responsibility for their own learning and to seek additional assistance and guidance as necessary.

The PTA Faculty believe that collaboration with clinical agencies, the PTA Advisory Committee, campus personnel, and other Health Sciences faculty is necessary for positive student outcomes. The PTA faculty will strive to foster positive relationships through responsive communication with these partners.

Continuing education after graduation is recognized as of utmost importance. Only through continued education can the graduate physical therapist assistant be prepared to meet the challenge of a rapidly changing environment.

Association with appropriate organizations, namely The American Physical Therapy Association, is recognized as one means by which the graduate can remain updated and progressive. The faculty of Vincennes University's Physical Therapist Assistant Program continuously strive to impress upon future graduates the importance of fulfilling their role in an ethical and patient oriented manner.

V. **Program Goals:**

1. Graduates will be able to safely and competently function as a Physical Therapist Assistant, under the direction of a Physical Therapist, abiding by ethical standards as established by the American Physical Therapy Association (APTA).
2. Graduates will be able to effectively convert the knowledge and skills gained within the PTA program to successful completion of the appropriate state licensure examination and to employment situations.
3. Graduates will be able to seek out opportunities to continue professional and personal development for ongoing improvement of skills related to the delivery of Physical Therapy services.
4. Faculty will provide classroom, laboratory, and clinical education experiences to meet the needs of the students and the program.

VI. **Program Outcomes:**

Communicate effectively with use of verbal, non-verbal, and written information with patients, families, physical therapists, and other health care personnel in a manner that reflects sensitivity and appreciation for racial, social, and cultural diversity.

Provide safe and competent physical therapy interventions, as directed by the Physical Therapist and established within the plan of care, to minimize risk to patient, self, and others, and to maximize physical therapy outcomes.

Demonstrate clinical problem solving skills by appropriately adjusting interventions within the plan of care, established by the Physical Therapist, working collaboratively with other health care providers, and understanding when the clinical situation exceeds the Physical Therapist Assistant's scope of practice.

Perform physical therapy services within the guidelines of the APTA's *Code of Ethics*, the restrictions established by the State regulatory agency, and in a fiscally responsible manner.

Perform competent data collection techniques as outlined in the plan of care, established by the supervising Physical Therapist, and report findings through accurate, timely and legible documentation, as well as reporting changes to the supervising physical therapist.

Educate patients, support personnel, and others effectively through use of individualized methods and various resources to enhance physical therapy related outcomes.

Participate in lifelong learning and professional development based on self-assessment, performance appraisals, and demonstration of behaviors which reflect conduct expectations as outlined by the *PTA Code of Ethics*.

Program Curriculum:

Recommended Sequence of Courses

Semester I		
Course Name	Credit Hours:	
BIOL 111 - Anatomy and Physiology I	3 hrs	
BIOL 111L - Anatomy and Physiology Laboratory I	1 hr	
ENGL 101 - English Composition I	3 hrs	
HIMT 110 - Medical Terminology for Allied Health	3 hrs	
PTAS 105 - Pathophysiology for the Physical Therapist Assistant	3 hrs	
PTAS 110 - Physical Therapist Assisting I	5 hrs	
Total Hours: 18		
Semester II		
Course Name	Credit Hours:	
BIOL 112 - Anatomy and Physiology II	3 hrs	
BIOL 112L - Anatomy and Physiology Laboratory II	1 hr	
<input type="checkbox"/> 100-level or higher Mathematics (MATH) elective 3 hrs	3 hrs	
PTAS 120 - Physical Therapist Assisting II	6 hrs	
SPCH 148 - Interpersonal Communication	3 hrs	
PFWL 115 Concepts of Wellness	1 hrs	
Total Hours: 17		
Summer		
Course Name	Credit Hours:	
PSYC 142 - General Psychology	3 hrs	
PTAS 130 - Clinical Education I	5 hrs	
Total Hours: 8		
Semester III		
Course Name	Credit Hours:	
ENGL 102 - English Composition II	3 hrs	
PSYC 201 - Developmental Psychology -or- SOCL 151 Principles of Sociology	3 hrs	
PTAS 210 - Physical Therapist Assisting III	8 hrs	
Total Hours: 14		
Semester IV		
Course Name	Credit Hours:	
PTAS 224 - Clinical Education II	5 hrs	
PTAS 225 - Clinical Education III	5 hrs	
PTAS 230 - Seminar in Physical Therapist Assisting (R/W/S)	3 hrs	
Total Hours: 13		Grand Total=70 hours

PTAS 105 Pathophysiology for the Physical Therapist Assistant 3 hrs (Sem I)

This course presents pathophysiology which includes the study of disease processes and other disorders commonly encountered in physical therapy including etiology, risk factors, clinical manifestations, prevention, and physical therapy interventions. Disorders covered will include those related to the immune system, musculoskeletal system, blood and circulatory systems, cardiovascular system, respiratory system, nervous system, endocrine system, digestive system including hepatic disorders, urinary system, reproductive system, as well as, neoplasms/cancers and congenital and genetic disorders. 3 lecture hours.

Prerequisite(s): Admission to the Physical Therapist Assistant Program.

PTAS 110 Physical Therapist Assisting I 5 hrs (Sem I)

This is the first of a four-semester sequence in which ethics, documentation and pay sources are discussed. Concepts of rehabilitation, our overview of the medical spectrum, and basic physical therapy interventions are presented. Selected data collection techniques, patient handling, massage, body mechanics, and the study of movement are discussed. 3 lecture hours, 6 laboratory hours.

Prerequisite(s): Admission to the Physical Therapist Assisting Program.

PTAS 120 Physical Therapist Assisting II 6 hrs (Sem II)

The second of a four-semester sequence in which PTAS 110 physiological, pathological and safety implications are applied to use of modalities; deep and superficial heating, cooling, electrical treatments for pain control and for muscle contraction, ultrasound, edema control and hydrotherapy. Techniques are learned for wound healing, vascular and cardiac disorders, and selected spinal disorders. 3 lecture hours, 9 laboratory hours.

Prerequisite(s): A grade of C or better in [PTAS 110](#), [BIOL 111](#), and [BIOL 111L](#) .

PTAS 130 Clinical Education I 5 hrs (Summer)

Prerequisite: A grade of C or better in PTAS 120. This five week, full-time clinical course is designed to reinforce and relate lecture/lab experiences to the clinical environment. Students practice clinical skills and further develop competence as a medical team member. Requires close coordination between students, clinical supervisor and course coordinator. 200 clinical hours.

PTAS 210 Physical Therapist Assisting III 8 hrs (Sem I)

The third of a four-semester sequence places emphasis on implementation of treatment plans as designed by the Physical Therapist. Kinesiology, muscle imbalance, arthrologic and myologic dysfunctional considerations are applied to musculoskeletal pathologies and pain syndromes especially as related to aging, joint disorders, autoimmune disorders, labyrinthine dysfunction, postural control and gait, amputations and use of prosthetic and orthotic devices. Various treatment approaches are covered for central and peripheral neurological disorders. Social, economic, and psychologic situations are considered in relation to those treatments. This course includes an introduction to evidence-based practice for the Physical Therapist Assistant. 5 lecture hours, 9 laboratory hours.

Prerequisite(s): A grade of C or better in [PTAS 130](#) and [PSYC 142](#); a grade of C or better or concurrent enrollment in [SOCL 151](#) or [PSYC 201](#); and a grade of C or better or concurrent enrollment in [ENGL 102](#).

PTAS 224 Clinical Education II 5 hrs (Sem II)

Prerequisite: A grade of C or better in PTAS 210. Corequisites: PTAS 225 and PTAS 230. During this six-week, full-time clinical course the student affiliates at a clinical site different than previously exposed to. This course continues to relate and expand upon previous academic/ clinical experiences. Students practice clinical skills and further develop competence as a medical team member. Requires close coordination between students, clinical supervisor and course coordinator. 240 clinical hours.

PTAS 225 Clinical Education III 5 hrs (Sem II)

Corequisites: PTAS 224 and PTAS 230. During this final, six-week, full-time clinical course, students affiliate at a clinical site different than previously exposed to. Requires close communication between students, clinical supervisor and course coordinator. 240 clinical hours.

PTAS 230 Seminar in Physical Therapist AssistingR/W/S 3 hrs (Sem II)

Corequisites: PTAS 224 and PTAS 225. In-depth follow-up to students' clinical experiences beginning fourteenth week through end of semester. Student presentations in a seminar atmosphere of major paper/case studies on patients treated during prior twelve-week clinical period. Discusses rationale for treatment in view of diagnosis and associated patient problems. Offers direction to where and how to find employment as well as what to look for in employment. Presents intensive review of all theoretical and technical material prior to graduation from the program. 15 class hours per week for last three weeks of semester.

In order for student to progress in the PTA Program, they must successfully complete the previous PTA Course with a grade of C or better (for example, a student must complete PTAS 110 with a grade of C or better prior to progressing to PTAS 120).

X.Clinical Education Student Outcomes:

PTAS 130

Upon completion of this course the student will:

1. Complete the department's orientation process as required by the clinical agency.
2. Perform selected physical therapy interventions and data collection techniques as outlined in the supervising physical therapist's plan of care, in a safe and competent manner that minimizes risk to patients, self, and others. (Refer to the PTAS competency descriptions for learned tasks).
3. Demonstrate professionalism consistent with the *APTA's Values-Based Behaviors* in all situations.
4. Adapt delivery of Physical Therapy services with consideration for patients' differences, values, preferences, and needs.
5. Perform clinical duties in a manner consistent with legal and ethical standards as outlined in the *Guide for Conduct for the Physical Therapist Assistant and Standards of Ethical Conduct for the Physical Therapist Assistant*.
6. Communicate in ways that are congruent with situation needs.
7. Participate in self-assessment and develop a plan to improve knowledge, skills, and behaviors.
8. Demonstrate clinical problem solving.
9. Complete quality documentation in a timely manner to support the delivery of Physical Therapy services.
10. Participate in the efficient delivery of Physical Therapy services.
11. Complete items #2-10 as Advanced Beginner on the online CPI.
12. Submit all paperwork requirements to the ACCE in a timely manner.

PTAS 224

Upon completion of this course the student will be able to:

1. Complete the department's orientation process as required by the clinical agency.
2. Perform selected physical therapy interventions and data collection techniques as outlined in the supervising physical therapist's plan of care, in a safe and competent manner that minimizes risk to patients, self, and others. (Refer to the PTAS competency descriptions for learned tasks).
3. Demonstrate professionalism consistent with the *APTA's Values-Based Behaviors* in all situations.
4. Adapt delivery of Physical Therapy services with consideration for patients' differences, values, preferences, and needs.
5. Perform clinical duties in a manner consistent with legal and ethical standards as outlined in the *Guide for Conduct for the Physical Therapist Assistant and Standards of Ethical Conduct for the Physical Therapist Assistant*.

6. Communicate in ways that are congruent with situation needs.
7. Participate in self-assessment and develop a plan to improve knowledge, skills, and behaviors.
8. Demonstrate clinical problem solving.
9. Complete quality documentation in a timely manner to support the delivery of Physical Therapy services.
10. Participate in the efficient delivery of Physical Therapy services.
11. Complete items #2-10 as Advanced Intermediate on the online CPI.
12. Submit all paperwork requirements to the ACCE in a timely manner.

PTAS 225

1. Complete the department's orientation process as required by the clinical agency.
2. Perform selected physical therapy interventions and data collection techniques as outlined in the supervising physical therapist's plan of care, in a safe and competent manner that minimizes risk to patients, self, and others. (Refer to the PTAS competency descriptions for learned tasks).
3. Demonstrate professionalism consistent with the *APTA's Values-Based Behaviors* in all situations.
4. Adapt delivery of Physical Therapy services with consideration for patients' differences, values, preferences, and needs.
5. Perform clinical duties in a manner consistent with legal and ethical standards as outlined in the *Guide for Conduct for the Physical Therapist Assistant* and *Standards of Ethical Conduct for the Physical Therapist Assistant*.
6. Communicate in ways that are congruent with situation needs.
7. Participate in self-assessment and develop a plan to improve knowledge, skills, and behaviors.
8. Demonstrate clinical problem solving.
9. Complete quality documentation in a timely manner to support the delivery of Physical Therapy services.
10. Participate in the efficient delivery of Physical Therapy services.
11. Complete items #2-10 as Entry level on the online CPI.
12. Submit all paperwork requirements to the ACCE in a timely manner.

XI.Clinical Affiliation Agencies: The PTA program at Vincennes University includes 680 hours of clinical education. We are appreciative of the following facilities for cooperating in the education of our physical therapist assistant students. Please note this list is subject to change.

Facility	Address	City	St
Advanced Rehabilitation	255 West 36th Street Suite 100	Jasper	IN
Crawford Memorial Hospital	1000 N. Allen Street	Robinson	IL
Daviess Community Hospital	1314 E. Walnut Street	Washington	IN
Decatur Memorial Hospital (added 04/09/18)	2300 N Edward Street	Decatur	IL
Dr. Eby	600 West 13th St	Jasper	IN
DSP Exceptional Children's Cooperative	1520 St. Charles Street	Jasper	IN
Fairfield Memorial Hospital	303 NW 11th Street	Fairfield	IL
Fyzical Therapy Center of Edwardsville	219 Second Avenue	Edwardsville	IL
Gibson General Hospital (Star-One Rehab of Gibson General Hospital)	1808 Sherman Drive	Princeton	IN
Good Samaritan Home Health Care Services (added 2/14/18)	413 N 1 st	Vincennes	IN
Good Samaritan Hospital	520 South Seventh Street	Vincennes	IN
Greene County General Hospital	1185 N 1000 W	Linton	IN
Healthcare Therapy Services	1411 County Line Road, Ste. A	Greenwood	IN
HealthSouth Deaconess Rehabilitation Hospital	4100 Covert Avenue	Evansville	IN
Helia Healthcare of Olney (added 4/12/18) Covered under Kindred Rehab Services d/b/a RehabCare	410 E Mack Ave	Olney	IL
Howard Regional Health System West Campus Speciality Hospital (REPLAY)	23215 Dixon Road, Ste. 250	Kokomo	IN
IU Health Bloomington Hospital	Rehabilitation Services 601 W. Second Street	Bloomington	IN
IU Health Morgan Hospital	2209 John Wooden Drive	Martinsville	IN
IU Health Paoli Hospital	642 W. Hospital Road, Box 499	Paoli	IN
IU Health Southern Indiana Physicians Orthopedics	583 S. Clarizz Blvd.	Bloomington	IN
Jackson County Schneck Memorial Hospital dba: Schneck Medical Center	PO Box 2349, 411 W. Tipton	Seymour	IN
King's Daughters' Health	2670 Michigan Road	Madison	IN
Lawrence County Memorial Hospital (added 10/9/17)	2200 State Street	Lawrenceville	IL
Orthopaedics & Sports Medicine Owensboro (OSMO)	3245 Mount Moriah Ave., Suite 4	Owensboro	KY
Orthopaedic Center of Southern Illinois	4121 Veterans Memorial	Mt. Vernon	IL
Owensboro Medical Health Systems, Inc.	1006 Ford Avenue	Owensboro	KY
Paragon Rehabilitation	920 W. Hwy 46	Spencer	IN
Paris Community Hospital	721 E. Court Street	Paris	IL
Pro Rehab-Evansville	415 Crosslake Drive	Evansville	IN
Pro Rehab-Haubstadt	10294 S 150 E	Haubstadt	IN
Pro Rehab-Newburgh	4166 Wyntree Drive #B	Newburgh	IN
Pro Rehab-Vincennes	2121 Willow Street	Vincennes	IN
Progressive Health (for Toyota)	150 N Rosenberger Ave	Evansville	IN
Progressive Health of Indiana (Deaconess Hospital)	600 Mary Street	Evansville	IN

Rehabilitation Hospital of Indiana (RHI)	4141 Shore Drive	Indianapolis	IN
REPLAY (see Howard Regional Health System)			
Richland Memorial Hospital **as of 4/1/17: Carle Richland Memorial Hospital	800 E. Locust Street	Olney	IL
Rush Memorial Hospital (added 2/11/19)	1300 N. Main Street	Rushville	IN
Schneck Medical Center (see Jackson County..)			
South Eastern Special Education	PO Box 185	Ste. Marie	IL
St. Vincent Anderson Regional Hospital	2602 Enterprise Drive	Anderson	IN
St. Anthony's Memorial Hospital	1301 North Maple Street	Effingham	IL
Franciscan St. Elizabeth Health	1501 Hartford Street	Lafayette	IN
St. Mary's Medical Center	3700 Washington Avenue	Evansville	IN
St. Vincent Hospital	2001 W. 86 th Street	Indianapolis	IN
Terre Haute Regional Hospital	3901 South 7 th Street	Terre Haute	IN
Toyota plant in Princeton – see Progressive Health			
Union Hospital		Terre Haute	IN
Union Hospital Therapy (Progressive Health) (hospital located in Terre Haute, IN) Added 9/18/17	150 North Rosenberger Ave.	Evansville	IN
Wabash General Hospital	1418 College Drive	Mt. Carmel	IL

X. Responsibilities of the Academic Coordinator of Clinical Education (ACCE):

One member of the PTA faculty is responsible for coordinating the clinical education portion of the curriculum. The ACCCE works directly with other program faculty, clinical faculty, and students to provide quality learning experiences which will help the student develop his or her clinical skills.

The ACCE is responsible for the following tasks:

1. Approve use of clinical agencies.
2. Coordinate and provide clinical instructor development.
3. Assess student readiness for clinical experience.
4. Coordination and assignment of clinical sites for student education.
5. Review and update clinical affiliation agreements in coordination with the department's secretary.
6. Assure that students are provided a copy of current syllabi. Syllabi will be made available to clinical instructors upon their request.
7. Provide clinical education packets to students and clinical instructors.
8. Contact clinical agencies to determine the number of clinical education positions available for students for clinical education.

9. Schedule clinical agency visits.
10. Serve as a resource for students, faculty, and clinical educators.
11. Confer with students and clinical instructors regarding student progress in the clinical education setting.
12. Assess students clinical education performance based on the guidelines for each clinical syllabus.
13. Secure new clinical agencies as needed.
14. Ensure CPR certification and immunization records are accurate and on file.
15. Assign final grades for each clinical experience utilizing input from clinical instructors.
16. Assure that students are assigned to clinical agencies with clinical agreements in good standing.

XI. Responsibilities of the Clinical Instructor (CI):

All clinical agencies should have a clinical supervisor that will be charged with the supervision of students affiliating at their facility. This person must be a physical therapist or physical therapist assistant. Responsibilities of the CI are to assist the student in achieving the appropriate clinical education objectives, including the following;

1. Provide student with appropriate facility information prior to affiliation period.
2. Inform/introduce student to his/her immediate supervisor.
3. Schedule a formal on-site orientation to include appropriate introductions, hospital geography and review of hospital/department policies and procedures. An orientation checklist will be provided to the clinical instructor in the students' clinical education packet.
4. Review Vincennes University's Clinical Manual to be familiar with students' academic exposure and expected competency level.
5. In discussion with the student, review your expectations of the student.
6. In discussion with the student, determine which areas of treatment exposure would be most beneficial to the student, i.e., does the student require more exposure to therapeutic exercise than to modalities.
7. Offer the student exposure to other departments such as Occupational Therapy, Rehabilitative Nursing, etc.
8. Review new or unusual equipment and/or procedures with student.
9. Assure that student is provided with responsible, on-going supervision and direction. We suggest that a short time be spent each day in conference with the student.

10. Arrange formal evaluation conference at mid-point and completion of clinical affiliation with appropriate forms completed and returned to the ACCE.
11. Return completed evaluation form to the University within one week of clinical affiliation.
12. Make every effort to offer the student a clinical experience, in which the student will perceive as both personally and professionally rewarding.
13. Assume ultimate care for the patient.
14. Ensure that the PTA student introduces themselves as a “student” to the patient.
15. Inform the patient of his/her right to refuse treatment by a student without any type of consequences.
16. Report any public complaints or concerns regarding the PTA Program and/ or a PTA student to the Vincennes University PTA Chair.

XII. Responsibilities of the Center Coordinator of Clinical Education (CCCE):

The CCCE is responsible for the following:

1. Coordinate and schedule clinical experiences in coordination with the ACCE of the Vincennes University PTA Chairperson.
2. Provide orientation materials on the day of student arrival.
3. Assigns a clinical instructor (CI) to the PTA student.
4. Serve as a resource for the CI for establishing goals and objectives, arranging learning experiences, and evaluating student performance.
5. Keep the CI informed of pertinent information regarding the VU PTA Program, including providing the CI with the clinical packet provided by Vincennes University.
6. Monitor the supervision and learning experiences of the PTA students, while keeping in contact with the CI.
7. Keep the PTA Chairperson at Vincennes University informed of any complaints that involve the PTA Program, including concerns with student progress.

XIII. Clinical Affiliation Agreements:

Students will only be assigned to clinical agencies that have a current clinical affiliation agreement on file. These agreements will be reviewed on an average of every two years by the ACCE and/or the department secretary to ensure that the agreement is not expired. The agreement must contain the signature of the appropriate personnel from Vincennes University and the Clinical Agency.

XIV. Arrangement of Clinical Assignment:

The ACCE will contact clinical agencies via mail approximately six months in advance to determine the number of agencies willing to participate with any particular clinical rotation. Agencies that confirm they are willing to participate with the clinical rotation necessary will be notified via mail with the student(s) assigned to their agency for a particular date. Students will be asked for location preferences and the ACCE will strive to accommodate requests; however, students should expect to be assigned to any clinical agency in which the program participates. Students are not permitted to arrange their own clinical assignment or contact clinical agencies regarding clinical placement. Students are expected to attend clinical as assigned by the ACCE. Students that do not attend clinical as assigned (including the assigned dates) will be dismissed from the PTA Program.

XV. Clinical Site Visitation by the ACCE:

Each student will receive a minimum of one on- site clinical visit by the ACCE while in the PTA Program. Additional visits may be scheduled if deemed necessary by the ACCE. The ACCE will schedule clinical site visits in coordination with the CI and /or CCCE.

XVI. Criteria for selection of CI and clinical agencies:

Criteria for selection of a clinical agency will include the following:

1. The clinical agency's clinical philosophy is compatible with the VU PTA Program philosophy.
2. The clinical agency is able to meet the objectives of the PTA Program.
3. The staff of the clinical agency practices with legal and ethical responsibility.
4. The clinical agency has appropriate administrative support for the education of PTA students.
5. The clinical agency has a variety of learning opportunities in an appropriate setting that are made available to students.
6. There is adequate physical therapy staff to accommodate the learning needs of the PTA student.
7. The clinical agency employs a minimum of one full-time physical therapist who is able to provide on-site supervision.
8. The clinical agency adheres to Federal law regarding equal opportunity and non-discrimination laws.

Criteria for selection of a CI will include the following:

1. The CI will be a PTA or a PT that graduated from an accredited program and has licensure in the state where applicable.
2. The CI has a minimum of one year of experience in the clinical setting.
3. The CI performs in a professional, ethical, and competent manner.
4. The CI demonstrates effective communication and instructional skills.
5. The CI demonstrates adequate skills in the ability to evaluate and supervise PTA students.

Evaluation of Student Progress:

PTAS 130,224, 225 Paperwork Requirements:

Item:	Due Date:	Points possible:	Points deducted if late:	Points if not completed:	Weighted Total:
Completion of Facility's orientation process prior to first day including verification of CPR, PPD, Vaccinations, Criminal History ,other	As determined by the clinical agency	10	-5 if ACCE is contacted by student to supply forms/information	0	10%
Goals and Expectations Form	Friday of Week 1	5	-3	0	5%
Orientation Check List	Friday of Week 1	5	-3	0	5%
Weekly Emails	Friday of Weeks 1-6	6 @ 5 points each=30	-3 for each late email	0	30%
Student Midterm Report	Monday of Week 4	5	-3	0	5%
CI Midterm Report	Monday of Week 4	5	-3	0	5%
Final CPI	Within 1 week of final clinical day	15	-5	0	15%
Portfolio	Within 1 week of final clinical day	20	-10	0	20%
Clinical Site Evaluation	Within 1 week of final clinical day	5	-3	0	5%
Total Points Possible		100			

Minimal Course Requirements using the Clinical Performance Instrument (CPI):

The CPI will be used by your clinical instructor to assess the student's clinical performance. The student will assess their own performance using the CPI. The student will be given an orientation on the use of this tool by the ACCE prior to your first clinical experience.

Upon completion of PTAS 130 Clinical Education I, it is expected that the student will have achieved the following minimal expectations using the CPI Assessment Tool as rated by the student's CI:

1. Achieve "Advanced Beginner" performance on all items on the web-based CPI by the end of the five weeks.
2. No "significant concerns' boxes" were checked
3. CI comments provide objective information to quantify VAS scores

Upon completion of PTAS 224 Clinical Education II, it is expected that the student will have achieved the following minimal expectations using the CPI Assessment Tool as rated by the student's CI:

1. Achieve "Advanced Intermediate" performance on all items on the web-based CPI by the end of the six weeks.
2. No "significant concerns' boxes" were checked.
3. CI comments provide objective information to quantify CPI scores.

Upon completion of PTAS 225 Clinical Education III, it is expected that the student will have achieved the following minimal expectations using the CPI Assessment Tool as rated by the student's CI:

1. Achieved a score of "Entry-level" performance on web-based CPI.
2. No "significant concerns' boxes" were checked.
3. CI comments provide objective information to quantify CPI scores.

Criteria for Grading for PTAS 130, 224, 225:

A: Obtain the minimal CPI course requirement + receive 92% of the possible points for required paperwork

B: Obtain the minimal CPI course requirements + receive 85% of the possible points for required paperwork

C: Obtain the minimal CPI course requirements + receive 78% of the possible points for required paperwork

D:

- i. Obtain the minimal CPI course requirements and receive 70-77% of the possible points for required paperwork
- ii. Obtain below the minimal CPI course requirements and 70-100% of the possible points required for paperwork

F:

- i. Obtain the minimal CPI course requirements and receive 0-69% of the possible points for required paperwork

ii. Obtain below the minimal CPI course requirements and receive 0-69%% of the possible points for required paperwork

Visual Representation of Grade Calculation:

Grade:	CPI met (+) /not met (-)	Points from Paperwork
A	+	92 and above
B	+	85 and above
C	+	78 and above
D	-	70-100
D	+	70-77
F	-	0-69
F	+	0-69

Students will be evaluated by their respective CI, who will present the final evaluative report to both the student and the ACCE. The evaluative process is expected to be an on-going one, with the student and his/her CI meeting on a regular basis to discuss the student's actions and reactions to the clinical environment. The ACCE will be in close communication with both the student and the CI via clinical visits and/or telephone communications.

Upon completion of the clinical period, the student will be assigned a letter grade by the ACCE. If the student's clinical performance is unsatisfactory, i.e., if the student is unsafe, fails to abide by institutional policy, or demonstrates unsatisfactory ability to apply knowledge of theory and learned skills to the clinical environment, the student will receive a failing grade for the course.

Although it is not required, the CI is encouraged to recommend a letter grade that best reflects the student's overall performance. The ultimate responsibility for final grades does rest with the ACCE, who will consider all elements, including visit information, written evaluations and student input/reports.

XVII. Student Competency Skills:

All of the following competencies have been successfully completed by the student prior to participation in clinical education. All competencies and skills check offs contain critical elements related to patient safety. These critical elements must be demonstrated correctly in order to pass the check off/competency.

Competencies and skills checks that have been successfully completed by each student prior to beginning PTAS 130:

- Joint Movement Test
- Passive Range of Motion Competency
- Transfers and Positioning Competency
- Gait Training Competency
- Skeletal Bony Landmark Identification
- Muscle Identification-origin, insertion, action
- Goniometry Competency

Vital Signs Skills Check
Height and Weight Skills Check
Tilt Table Skills Check
Measure and Fit Wheelchair Skills Check
Massage Skills Check
Superficial Heat Competency
Cryotherapy Competency
Ultrasound Competency
Compression Pump Competency
Compression Wrapping Competency
Pelvic and Cervical Motorized Traction Competency
Sterile Field Competency
Therapeutic Exercise Competency
Manual Muscle Testing Competency
Electrical Stimulation Competency
Biofeedback Competency
Handwashing Competency
Final Laboratory Practical

Competencies that have been successfully completed by each student prior to beginning PTAS 224 and 225:

- Living Subject Palpation Competency
- Upper and Lower Quarter Screening Competency
- Mini lab practical
- Peer review lab practical
- UE Advanced Muscle Identification Competency
- LE Advanced Muscle Identification Competency
- Midterm Orthopedic Laboratory Practical
- Balance and Coordination Competency
- Orthotics Competency
- Environmental Inspection Skills Check
- PNF Competency
- Final Neurological Laboratory Practical

XX.Clinical Attendance:

Prompt attendance is required for all clinicals. In cases where a clinical assignment cannot be met, it is the student's responsibility to notify the clinical facility supervisor and then the Program Chairperson or ACCE. Failure to notify the clinic and the Program will result in failure of the clinical education course. Students will be required to make up **ALL** missed hours/days. Students must follow the scheduled hours set forth by the facility they are affiliating with for clinical rotations. Make-up time is scheduled at the discretion of the clinical facility and with the approval of the ACCE. In case of inclement weather, the student should follow the attendance policy.

XXI. Student Responsibilities:

Students will be assigned to a variety of clinical experiences throughout the PTA curriculum. Students in the PTA Program are expected to demonstrate interest, ability, and aptitude for responsibilities in physical therapy. Disregard for patients' or other persons' welfare, disinterest in studies as shown by frequent tardiness or unexcused absence, failure to cooperate in class/clinic assignments and discussion, and dishonesty in written assignments or examinations are examples of behaviors that may be interpreted as lack of interest. Any student showing lack of interest or exhibiting behaviors that may be judged unsatisfactory conduct will be dismissed from the program.

PTA students must possess mental and physical health acceptable for performance in the physical therapy field.

The student is responsible for the following during each clinical experience:

1. Contact the clinical agency to obtain information regarding orientation, clinical agency procedures and policies prior to arriving for clinical assignment.
2. Provide own transportation, food, and necessary lodging costs.
3. Professional attire should be worn at all times during clinical assignment with name tag visible.
4. Adhere to all policies and procedures of the clinical agency.
5. Behave in an ethical and professional manner.
6. Identify yourself as a VU PTA student to patients and inform patients of their right to refuse treatment by a student.
7. Have appropriate CPR certification and be able to provide proof of certification.
8. Have appropriate Immunization records on file at the Vincennes University Health Office and be able to provide proof to the clinical agency upon their request.
9. Provide a copy of the student's criminal history report upon the request of the clinical agency.
10. Comply with drug screening upon request of the clinical agency.
11. Abide by University and/or affiliation policies and guidelines; this includes personal appearance and grooming.
12. University approved liability insurance is purchased for students through a lab fee.

13. Preserve the privacy, dignity, and safety of persons whom they associate with in their role as a Physical Therapist Assistant student.
14. Exhibit correct conduct at all times in the classroom, laboratory, and clinical settings. If a problem arises at the clinical site, the student is to notify the clinical instructor at once and allow the clinical instructor to handle the situation.
15. Although health insurance is not required, it is strongly recommended. By the nature of the profession, students will be exposed to high risk situations which may include exposure to chemicals, infectious disease and bloodborne pathogens. In the event of accidental exposure, students are responsible for any costs related to required testing.

XXII. Student Conduct and Appearance :

Acceptable dress and behavior is expected during all aspects of the educational program. Students must abide by the facility's dress code, which may include scrubs, professional shirt/blouse, professional slacks and appropriate clean shoes; identification badge must be worn at all times during patient care. Some facilities may provide an additional name badge for student use. Students must wear the name badge that is requested by the clinical agency. If no preference is indicated by the agency, the Vincennes University identification badge should be worn.

Cleanliness and neatness of the uniform shall be expected at all times.

Students must be clean, neat and well-groomed during all clinical activities.

Cologne or perfume is not acceptable in the clinical area.

Students must abide by the agency policy regarding smoking areas. *Students are not to smoke in the clinical facilities / agencies or during the hours of clinical assignment.*

Students who smoke must use breath deodorizers before returning to client care. No smoke odor will be tolerated during patient care.

Minimal application of cosmetics is acceptable in clinical area.

Jewelry must be limited to a watch and wedding band (or similar ring) for female and male students; small pierced earrings are acceptable for females students. Male students are advised to refrain from wearing earrings.

While we recognize an individual's right to express his/her individuality, it also recognizes that body piercing and body art are not acceptable professional presentation in the medical environment. Body art is not to be visible in the lecture, lab, or clinical setting. Student with visible body art are expected to have appropriate covering of all body art. Visible body piercing is limited to two conservative earrings per ear. All other visible body piercing, including tongue piercing is prohibited. Some clinical sites may require that you remove all

non-visible body piercing, such as a belly button piercing.

The final determination of dress and/or behavior in the clinical area rests with the policies of the respective clinical facility; the student must abide by these policies.

Students are expected to exhibit professional, legal, and ethical behavior at all times including: during lecture, laboratory, and clinical experiences. Acceptable student conduct includes the following:

- Attend and be punctual for lecture, lab, and clinical.
- Cell Phones, beepers, and other electronic communication devices are to remain OFF in the lecture, lab, and clinical setting. Students causing interruptions during lecture, lab, or clinical, will be asked to leave and given an unexcused absence for that time.
- Refrain from improper language use, disorderly conduct.

Professional behavior is expected of students AT ALL TIMES. These may include but are not limited to the following:

- Shows initiative
- Treats others with positive regard/respect
- Exhibits sensitivity to individual differences
- Adheres to APTA Standards of Ethical Conduct for the Physical Therapist Assistant (a copy of the standards are located in the PTA Student Handbook. A copy of the Student Handbook is located in the appendix of this manual)
- Seeks guidance as necessary to address limitations
- Accepts constructive criticism from faculty, students, and clinical instructors without defensiveness

XXIII. PRIVACY EDUCATION –HEALTH INFORMATION PRIVACY AND ACCOUNTABILITY ACT (HIPAA):

Policy:

Students must demonstrate comprehension of the Health Insurance Portability and Accountability Act (HIPAA) prior to participation in any off-campus experiential learning activity or clinical course.

This shall include but is not limited to:

Not discussing any patient or any information pertaining to any patient with anyone (including my own family) who is not directly working with said patient.

Not discussing any patient or any information pertaining to any patient in any place where it can be overheard by anyone not directly working with said patient, especially other patients.

Not mentioning any patient's name of admitting, directly or indirectly, that any person named is a patient, except to those authorized to have this information.

Not describing any behavior which I have observed or learned through my relationship as a student at any agency, except to those authorized to have this information.

Not removing medical records from authorized areas at any time. Duplication with proper authorization from the facility is strictly prohibited.

Not reading any chart that does not belong to the assigned patient(s).

Failure to comply with the confidentiality policy will result in immediate dismissal from the Physical Therapist Assistant Program.

XXIV. STUDENT PRIVACY AND CONFIDENTIALITY:

Policy: Vincennes University complies with the Family Educational Rights and Privacy Act (FERPA). Students have the right to limit disclosure of their education records to third parties unless written consent has been given for disclosure. Clinical faculty will be issued a face sheet with the student's name, address, phone number, and email address prior to the clinical assignment for contact information. The clinical education faculty have access to the PTAS course syllabi which articulate standards of progression, competency check-offs, and course content.

XXV. CLINICAL INCIDENTS:

If an accidental injury occurs in lab or at the clinical site, such as sustaining a needle stick or a physical injury, the procedures of the clinical agency should be followed.

Standard procedure would include:

1. Report the injury immediately to the academic or clinical instructor
2. Thoroughly wash the area and apply antiseptic.
3. Some clinicals may have you go to their Emergency Room, depending on how severe the injury and/or the policy.
4. Report this to the program instructor as soon as possible and obtain a copy of the incident report from the clinical.
5. The hospital/clinic may ask the patient for permission to obtain an HIV test or other blood tests.
6. All costs incurred which the hospital does not cover are the responsibility of the student.
7. It may be necessary to complete an incident form at both the clinical agency and the University.

XXVI. Immunization/CPR Requirements:

Students enrolled in the Physical Therapist Assistant Program are required to have CPR Certification in one on the following levels: Professional Rescuer Level through the American Red Cross or Healthcare Provider Level through the American Heart Association. A copy of the student's CPR certification card must be present to the CCCE prior to attending clinical. The clinical agency may request a copy of the student's CPR certification card. Students must be able to provide proof of CPR certification upon the request of the agency.

Immunization records are on file in the Vincennes University Health Office. Upon the request of the

clinical agency, the student must provide a copy of immunization records.

XXVII.Substance Abuse Policy:

To protect the safety of other students and patients drug and alcohol abuse is strictly prohibited. PTA students are expected to remain drug free and in appropriate physical condition for the learning and care-giving environment. A student who is under the influence, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs becomes an individual at risk for harming others and themselves.

"Reasonable suspicion" is a belief based on objective facts sufficient to lead to a prudent person to suspect that a student is under the influence of alcohol and/or drugs in a manner that the students' ability to perform satisfactorily is reduced. All students are subject to an alcohol and/or drug test whenever a supervisor has a reasonable suspicion that the student is under the influence of alcohol and/or drugs while at clinical. The instructors' observations of any suspected physical or behavioral manifestation of alcohol and/or drug use will determine reasonable suspicion. Examples may include, but not limited to:

- Drug count discrepancy
- Extreme and rapid mood swings
- Odors of alcohol on the breath or the body
- Slurred speech
- Dilated or pinpoint pupils or reddened eyes
- Sleeping on duty
- Excessive absence or tardiness
- Frequent disappearance from the unit
- Changes in physical appearance, which may include personal grooming, weight loss, tremors, diaphoresis

All drug and alcohol testing will be done at the student's expense.

XXVIII.Grievance :

Student Grievance Policy

If students have grievances involving University professors or staff members, they are to process such grievances through the University administrative structure.

The student should first discuss any grievance thoroughly with the professor or staff member. If the grievance is not resolved, the student should discuss such with the faculty or staff member's immediate supervisor. Any unresolved grievances can be processed through the administrative structure to the President, if necessary.

The resolution of student grievances will be transmitted to the student and through the administrative structure to all involved parties.

1. The student should meet with and discuss the matter thoroughly with the professor or staff member attempting to reach resolution immediately, but no later than 30 calendar days after the incident(s) has occurred.
2. If resolution is not achieved and the student wishes to pursue his/her grievance, the grievance must be filed in written form with the direct supervisor of the faculty or staff member. The grievance must be filed within one week after the meeting with the faculty or staff member, subject to the availability of the parties involved.
3. The supervisor receiving the grievance will do the following within three weeks:
 - a. Inform the faculty or staff of the receipt of the grievance.
 - b. Investigate the situation which may include but not be limited to requesting a statement of circumstances relevant to the grievance from the faculty or staff member, a conference with either or both parties, additional documents and other information relevant to the situation.
 - c. The supervisor makes a ruling regarding the grievance within one week after the requested documents are received and conferences concluded. Student Life 39
4. If either party wishes to appeal the ruling, a statement of appeal must be filed with the direct supervisor of the person making the previous ruling within one week of the postmark of the letter containing the original grievance decision.
5. The hearing process is repeated with the addition of information from the original supervisor. If the appeal is filed by the faculty or staff, the student will be duly notified.
6. The grievance may be continued by either party through the administrative structure to the President.

If a student has a grievance about any incident at a clinical facility, they should contact the CCCE as soon as possible regarding the details of the incident.

If a clinical facility has a grievance regarding a student incident, they should contact the CCCE as soon as possible.

XXIX. Complaints made by parties other than students:

Our community complaint policy is for non-academic complaints only. If a student wishes to file a grievance or complaint, the student should follow the student grievance policy as outlined in the current Vincennes University catalog or Student Handbook.

A complaint is an expression of concern, criticism, dissatisfaction, or frustration with the quality or delivery of a service, policy or procedure, or the conduct of another person.

Any person may file a complaint to the Physical Therapist Assistant Program regarding the program. Complaints may include issues relating to admissions policies, inappropriate faculty or student conduct, or any expressed dissatisfaction with actions or policies related to the Physical Therapist Assistant Program.

Complaints may be addressed verbally, via email communication, or mailings.

Individuals with a complaint about the Physical Therapist Assistant Program may contact the Program Chair at (812) 888-4414 or ngraves@vinu.edu or the Health Sciences and Human Performance Division may be reached at (812) 888-4243.

Written complaints may be mailed to:
Vincennes University Physical Therapist Assistant Program
1002 North First Street, Building 14
Vincennes, IN 47591

XXX. Vincennes University Policies and Procedures:

The policies and procedures of Vincennes University may be found in the current University catalog. A copy of the catalog may be viewed at www.vinu.edu.

XXXI .Facility Safety:

All clinical agencies should have policies concerning safety regulations regarding the use of equipment and hazardous materials. These policies should be provided to students affiliating at the agency. Equipment should be inspected on a regular basis and safety regulations should be posted.

XXXII. Clinical Faculty Rights and Privileges:

The Vincennes University Physical Therapist Assistant Program truly appreciates the time and dedication required of clinical instructors. In an effort to help provide professional development needs, the PTA Program implemented a new survey in Summer 2009 asking for professional development needs of clinical staff. With this information, it is the hope of the PTA Program that we will be able to offer rewarding educational workshops that will meet the needs of professional developmental for our clinical instructors.

If any clinical instructor is interested in attending a Clinical Instructor Credentialing Course, they are encouraged to contact the Program ACCE.

XXXIV. Clinical Instructor Education Tips:

The ACCE will submit a clinical packet for each student assigned to a clinical agency. The clinical instructor should review this packet. We recommend that the clinical instructor meet with the student periodically to discuss the student's progress and any concerns that the clinical instructor may have.

The faculty and staff of the PTA Program welcome comments and suggestions for improvement regarding this handbook and other information pertinent to the Physical Therapist Assistant Program. Clinical Agencies and their staff provide a vital component of the students' education process and their time and dedication is greatly appreciated.

Appendix A
Professional
Behaviors
(Previously Generic
Abilities)

Professional Behaviors Definition

1. **Commitment to Learning**
The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. **Interpersonal Skills**
The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. **Communication Skills**
The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. **Effective Use of Time**
The ability to obtain the maximum benefit from a minimum and Resources investment of time and resources.
5. **Use of Constructive Feedback**
The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. **Problem-Solving**
The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. **Professionalism**
The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. **Responsibility**
The ability to fulfill commitments and to be accountable for actions and outcomes.
9. **Critical Thinking**
The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Stress Management**
The ability to identify sources of stress and to develop effective coping behaviors.

Professional Behavior	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication: listens actively; maintains eye contact	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently
5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback

Professional Behavior	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes holes in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

Professional Behaviors Assessment

Instructions: Assess your performance in each of the ten abilities as based on the Professional Behaviors. Circle the appropriate level for each ability and comment on your performance in each area.

B-Beginning Level

D-Developing Level

E-Entry Level

Commitment to Learning Comments:	B	D	E
Interpersonal Skills Comments:	B	D	E
Communication Skills Comments:	B	D	E
Effective Use of Time and Resources Comments:	B	D	E
Use of Constructive Feedback Comments:	B	D	E
Problem Solving Comments:	B	D	E

Professionalism Comments:	B	D	E
Responsibility Comments:	B	D	E
Critical Thinking Comments:	B	D	E
Stress Management Comments:	B	D	E

Name _____

Signature _____

Date _____

Appendix B

Clinical Education

Forms

(For students)

Vincennes University
Physical Therapist Assistant Program

Student Clinical Checklist

	Item	Due
	Weekly Summary	Weekly
	Goals and Expectations Form	Week 1
	Mid-term CPI	Week 3-4
	Final CPI	Final Week
	Clinical Evaluation by Student	Final Week

You are also expected to begin work on your portfolio during this clinical. Please refer to your Portfolio instructions for further details.

Your Weekly Summary must be in the appropriate format and emailed to ngraves@vinu.edu EACH WEEK. Please refer to sample weekly summary.

The Goals and Expectations form, Orientation form, and Clinical Evaluation by Student should be faxed to (812) 888-4550.

The Midterm and Final CPI should be completed on-line.

Vincennes University
PTA Program
1002 North First Street, Building 14
Vincennes, IN 47591

VINCENNES UNIVERSITY
PHYSICAL THERAPY ASSISTANT PROGRAM
CLINICAL INTRODUCTION LETTER

Today's Date _____

Ms. Physical Therapist
Clinical Education Instructor
Physical Therapy Department
Wheelchair Hospital
1411 P.T. Lane
Schneider, IN 78900

Dear Ms. Therapist:

My name is Arthur Itis and I have been assigned to affiliate at your Physical Therapy Department from _____ to _____.

Please allow me to introduce myself. _____

I am looking forward to my affiliation and I am sure it will be both enjoyable and educational.

Sincerely,

Arthur Itis
1620 Aspirin Lane
Vincennes, IN 47591
(812) 882-1111

Vincennes University
Physical Therapist Assistant Program
Clinical Assignment Information Form

Student Information	
First name	
Last name	
Address	
Home phone	
Cell phone	
e-mail address	
Previous Clinical affiliation sites assigned to the student	
Clinical Affiliation Site Information	
Clinical Facility	
Address	
Clinical Supervisor	
Telephone	
e-mail address	
Clinical Assignment	
Dates of clinical assignment	
Hours of clinical assignment	Monday through Friday 8:00 a.m.-4:30 p.m. or as assigned by Clinical Instructor
Vincennes University C.C.C.E. Information	
Program Director	Natalie P. Graves, PT,DPT
Address	Vincennes University PTA Program 1002 North First Street, Building 14 Vincennes, IN 47591
Telephone	(812) 888-4414 or (812) 888-4243
Fax	(812) 888-4550
E-mail	ngraves@vinu.edu
<p>We encourage each facility to provide the assigned student(s) with information relevant about the facility and the policies and procedures of the facility. Students may be contacted using the above listed information.</p> <p>Please refer to your clinical packet for information on student competency levels and the evaluation process.</p>	

Vincennes University Physical Therapist Assistant Program
1002 North First Street, Vincennes, IN 47591
(812) 888-4243 Fax: (812) 888-4550

Student Name _____ Date _____

Clinical Instructor _____

This form should be reviewed at orientation, midterm, and at final evaluation with a C.I.

A. List 5 specific goals for this affiliation. Include time frames (i.e. I will be able to see 2-3 patients independently by my second week; I will carry my own caseload by midterm.)

- 1.
- 2.
- 3.
- 4.
- 5.

B. What are your expectations of this affiliation (what do you hope to do/see).

C. What are your expectations of the clinical instructor (how can the C.I. help you attain your goals).

D. What education or life experience will help you to contribute to this clinical?

E. Describe your learning style/preference. How do you like feedback to occur and how frequently?

Clinical Education Portfolio

Objectives:

1. Reflect on clinical experience to promote linking of information from classroom to the clinical setting.
2. Perform on-going self-assessment to identify student's strengths and areas in need of improvement.
3. Communicate past clinical experiences with future clinical instructors.

The title page should include your name, the clinical facility, the type of clinical experience, and the dates of the clinical.

Example: Jane Doe, SPTA
 Anytown Hospital, Anytown, IN
 Inpatient Department
 June 5-July 7, 2009

Produce a type-written double-spaced document by the end of clinical. The ACCE will proof your portfolio for content. It will be graded on a pass/fail basis. Keep a running list of the following items each week to include the following:

- A. Diagnoses: identify each patient's diagnosis that you and/or your CI have worked with including the number of patients who presented with that diagnosis.
- B. Assessment skills: identify the various assessment skills you performed and WHY you performed them.
- C. Impairments: identify the impairments you detected during your assessment.
- D. Interventions: identify the interventions you performed with your patients that specifically addressed their impairments. ***Give a rationale for your selection.***
- E. Plan of Care: reflect on how the treatment you performed correlated with the supervising physical therapist's plan of care. How and why did you obtain modifications as needed to the plan of care? How did you communicate this to the supervising physical therapist?
- F. Patient Education: identify the types of patient/family education you performed. Include a copy of the instructions/home exercises you issued to the patient/family.
- G. What was the outcome for the patient? Did they respond to the PT interventions. If not, then why?
- H. Reflect on your experiences each week and document a self-assessment. How did you feel about your clinical performance? What went well during your work days? What is not go as well as you would have liked? What changes could you make to enhance your clinical performance?
- I. Share your strengths. Share the areas you and your CI have identified that need improvement. Develop a plan for the next clinical on how you plan to improve.

Example:

Week 1:

A. Diagnosis:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
5	1	3	5	1

B. Assessment skills:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Goniometry to assess knees, MMT to assess strength, functional mobility	PROM to assess jt mov't and tone, MMT to assess strength, functional mobility	Tinetti and Berg balance assessment	Pain scale, ROM of low back to assess flexibility, MMT to assess strength, reflex testing to assess nerve root	ROM to assess mov't of UE, MMT to assess strength, girth measurements to assess swelling

C. Impairments:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Decreased ROM, strength, gait	Decreased LE strength, increased LE spasticity, decreased transfer ability	Decreased LE strength, decreased balance	Increased pain, lack of flexibility, lack of LB and RLE strength	Increased UE swelling, decreased ROM

D. Interventions:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Ther ex including: quad sets, SAQ, LAQ's, SLR x 4, moist heat, stationary bike x 5 mins. To increase ROM and strength to improve gait	Bed positioning, P/AAROM involved extremis, transfer training with quad cane from w/c to mat, commode to prevent contractures, increase strength and transfer ability	Closed chain LE strengthening exs in // bars, tilt board with assist in // bars, one foot standing with eyes open and eyes closed to increase balance reactions	Moist heat, IFC to low back in prone, McKenzie exercises to decrease pain and improve mobility so patient can return to work	Lymph drainage massage, compression bandaging to decrease swelling, reduce chance for skin breakdown and improve use of UE for grooming,etc.

E-I follow instructions. The items in A-D should be included in your weekly email.

**Vincennes University
Physical Therapist Assistant Program
Clinical Site Evaluation by Student**

Student Name					
Facility					
Clinical Instructor					
Site Visitor					
Date					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Orientation to the facility was adequate					
Orientation to the PT department was adequate.					
I knew what was expected of me.					
I received appropriate and timely feedback from my CI.					
Feedback was constructive and not demeaning.					
My CI was readily accessible to me.					
I felt comfortable discussing concerns or questions with my CI.					
My CI was aware of my educational background and adjusted my learning experiences appropriately.					
I felt that I was contributing member of the department.					
I did not feel overwhelmed with my patient load.					
My CI was open to communication and receptive to my comments or suggestions.					
I felt comfortable with the level of supervision					
The supervision was adjusted appropriately throughout the affiliation.					
I was adequately prepared to perform at the level expected of me.					
The staff was helpful and supportive.					
Additional comments:					

VINCENNES UNIVERSITY PHYSICAL THERAPIST ASSISTANT

STUDENT ASSESSMENT OF THE ACCE

Purpose: To aid the ACCE in academic faculty development plan

Please rate your level of agreement concerning the ACCE's performance in the following areas:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
The ACCE was readily accessible to answer my questions.					
I was satisfied overall with the variety and types of clinical education opportunities I received.					
The ACCE's clinical site visits and contacts were adequate to meet my needs.					
The ACCE offered effective conflict resolutions as needed.					
The ACCE clarified federal and state regulations, as well as professional positions related to clinical education.					
The ACCE demonstrated interpersonal skills that foster quality relationships between myself and the facility.					
The ACCE adequately monitored my progress during the clinical rotation.					
I was adequately informed of the PTA Program's clinical education policies and procedures.					

Comments:

Appendix C

Clinical Education

Forms

(For Clinical Instructor)

Vincennes University
Physical Therapist Assistant Program

CI Clinical Checklist

	Item	Due
	Orientation Checklist	Week 1
	Mid-term CPI	Week 3-4
	Final CPI	Week 3-4 (midterm) and Final Week
	CI Assessment Form and Professional; Behaviors (located in Appendix B)	Final Week

All forms may be faxed to our office at (812) 888-4550. You may also return the forms via mail to the address below.

The CPI should be completed online.

Vincennes University
PTA Program
1002 North First Street, Building 14
Vincennes, IN 47591

**Physical Therapy Assistant Program
Vincennes University
Vincennes, Indiana**

MEMORANDUM

TO: Clinical Supervisors

FROM: Natalie P. Graves, PT, DPT
Chair, Physical Therapist Assistant Program

RE: Clinical Evaluation of Affiliates

It is our hope that evaluation will be an on-going process, with daily communication between the clinical supervisor and the student.

Each student should be formally evaluated at the mid-point and conclusion of his/her affiliation. These sessions should be directed toward providing the student with formal acknowledgment of his/her progress and performance, with emphasis on particular areas of strength and/or weakness. Prior to returning the forms to Vincennes University, we request that they be reviewed with the student and then signed as indicated.

Should any questions or concerns arise, feel free to contact me at (812) 888-4414 or (812) 888-4243. The clinical affiliations are the crux of the students' education, and it is my sincere hope that their experiences will be rewarding.

Again, thank you for your continuing cooperation and support of the PTA Program.

Vincennes University
Physical Therapist Assistant Program

Clinical Orientation Checklist

This checklist is provided to clinical instructors in order to ensure that students have properly been orientated to the clinical agency.

Student _____ Clinical Agency _____

Clinical Agency _____

	Student has appropriate identification and parking permit for clinical agency
	Student has been provided a clinical schedule
	Student has been made aware of the facility's dress code
	Student has received a tour of the facility, including appropriate equipment and supplies that will be needed.
	Student is aware of the facilities policies and procedures
	Student is aware of their direct supervisors name
	Student has submitted requested documentation to facility and has attended any required orientation sessions
	Student and CI are aware of educational expectations

Student's signature

date

Clinical Instructor's signature

date

Please fax this completed form to **(812) 888-4550** or mail to:
Vincennes University Physical Therapist Assistant Program
1002 North First Street
Vincennes, IN 47591

Vincennes University PTA Program C.I. Assessment Form Clinical Education Site

Type of Facility

RATINGS

5 Strongly Agree

4

Agree

3

Unsure

2

Disagree

1 Strongly Disagree

The ACCE is accessible when I have questions.

Comments

I received clinical placement information in a timely manner.

Comments

Communication between myself and the ACCE is affective in meeting the needs of the PTA students.

Comments

I am satisfied with the on-site visit procedure used by the ACCE.

Comments

The student was adequately prepared to meet the demands of this clinical rotation.

Comments

CLINICAL EDUCATION DEVELOPMENT

Please mark any of the following that you feel would increase the effectiveness of the PTA Program.

- Visit from the ACCE to discuss the PTA Program
- APTA C.I. Credentialing workshop
- Other topics of interest (please specify, such as workshops on pharmacology, wound care, etc.)

Vincennes University
Physical Therapist Assistant Program

AFFIRMATION

Each student is responsible for being familiar with the information in this manual. Failure to read the information will not be considered an acceptable excuse for non-compliance.

The program faculty reserve the right to change policies or revise curricula as necessary to promote continued high quality education.

I affirm that I have received a copy of the VU PTA Clinical Education Manual I have been instructed that the PTA Clinical Education Manual, Student Handbook, the Vincennes University Student Handbook and the Vincennes University Catalog contain all policies pertaining to PTA students. I have also been instructed regarding where to obtain copies of the Vincennes University Student Handbook and the Vincennes University Catalog.

By signing below, I agree to abide by all University and PTA Program policies and procedures.

Signature

printed name

Date

A copy of this signed affirmation will be kept on file in PTA Program office.