PTA PROGRAM

Clinical Site/CCCE Manual

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Academic Coordinator of Clinical Education
College of the Sequoias
Rights and Privileges of being a Clinical Instructor for the COS PTA program:

1. Access Library LibGuides to research articles
2. Attend PTA courses/labs to review and practice skills; CI as welcome to audit an entire PTA course
3. Each CEU’s by participating as a CI if credentialed
4. Receive a Certificate of Appreciation from the College
5. Earn free CEUs for attending a course in California’s laws and regulation for PTA practice. This is offered by the PTA program once a year.
6. Can be awarded a CI Appreciation award at PTA student’s pinning/graduation ceremony.
INTRODUCTION

The faculty of the College of Sequoias (COS) Physical Therapist Assistant (PTA) Program would like to thank you for your interest in supporting and participating in the clinical education portion of the COS PTA Program.

The purpose of this manual is to:

- Enhance communication between the COS PTA program Director of Clinical Education (DCE) and faculty and the facility Center Coordinator of Clinical Education (CCCE) and the Clinical Instructor (CI).
- Inform the facility, CCCE, and supervising CIs of the program’s expectations of the PTA student.
- Inform the facility, CCCE, and supervising CIs of the program’s expectations of the supervising therapists.
- To delineate semester by semester the academic preparation of the PTA student prior to attending the facility for a particular clinical affiliation.
- To describe a link between qualifications of sites and clinical instructors and any necessary development activities.
- “College of the Sequoias does not discriminate on the basis of race, creed, color, national origin, sex, gender, sexual orientation, handicap (or disability), age, religion, mental or physical disability, medical condition, genetic information, marital status, military service, or any other basis protected by law.” in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), the Age Discrimination Act of 1975 (pertaining to age), and the Americans with Disabilities Act of 1990. This nondiscrimination policy covers admission and access to, and treatment and employment in, the College’s programs and activities, including vocational education.” Use the official one I am sending with this attachment.
- “College of the Sequoias Community College District provides reasonable accommodations to qualified applicants with disabilities. If you need a reasonable accommodation for any part of the job application and hiring process, please contact a representative from Human Resources at (559) 730-3867 to request a reasonable accommodation.”

Program Mission Statement
In keeping with the mission of CCCO/COS, the PTA program mission is to graduate well-educated, competent, caring, quality physical therapist assistants. Designed for optimal use of clinical and educational resources across the state, this program is offered through a multi-college/CCCO system. Students and faculty will exemplify the following qualities:

1. Strive for excellence
2. Committed to high ethical standards
3. Appreciate racial, social and cultural diversity
4. Invested in community/industry improvement
5. Engage in lifelong learning

Program Goals
Graduates will be able to:

1. Demonstrate competence in the cognitive, psychomotor and affective domain necessary to provide contemporary physical therapy services under direction of a PT.
   - Identify the qualities/characteristics of a competent practitioner who understands his/her role and scope of practice and who possesses the skills necessary for effective patient care.
   - Demonstrate an understanding of the psychological, motivational, and pathological needs of patients and how they interact and affect the patient’s rehabilitation process.
   - Demonstrate the principles, concepts, facts and treatment skills necessary to provide effective patient care.
   - Demonstrate the use of appropriate safety precautions to protect the patient, their families, self and other health care professionals.

2. Adhere to professional behaviors such as defined by APTA’s core values.
   - Recognize, acknowledge and explain the ethical problems which may affect the patient, the patient’s family, the profession or self and how to resolve issues before they lead to unethical practice.
   - Demonstrate an understanding of, an appreciation of, and an acceptance of the importance of the administrative and social structure of the place of employment.
   - Demonstrate effective and appropriate written, verbal and non-verbal communication skills to be used with patients, families and other health care professionals.

3. Demonstrate importance of patient safety that is measured through continuous practical examination.
   - Perform the competencies necessary for implementing a musculoskeletal, neuromuscular or cardiopulmonary treatment program which is developed and outlined in the physical therapist’s plan of care.
   - Perform the competencies necessary for assessing the patient’s response to treatment and the specific observation and measurement skills which are within the PTA scope of practice.

4. Participate in continuing education to improve clinical and professional abilities as a PTA.
   - Identify the reason for the need for lifelong learning as it relates to new treatment techniques, new technology and future growth and development in professional and non-professional areas.

5. Achieve a successful transition to employment as a PTA and health care team.
   - Successful completion of the physical therapist assistant programs helps prepare graduates to pass the national licensure examination
   - Gain employment as a PTA under the supervision of a licensed physical therapist.

All student information is considered confidential per the Family Education Right and Privacy Act (FERPA)
“Students shall have the right to have their academic records treated in a confidential and responsible manner with due regard to the personal nature of the information these records contain, students’ records will be released only on the written consent of the students, according to the law.”
CLINICAL EDUCATION GOALS

The Clinical Education environments are varied and are designed to meet the educational needs of the students. Clinical affiliations, independent and group projects are integrated into the curriculum which strives to help students develop their academic, technical, and interpersonal and leadership skills. Providing opportunities to develop the qualities of compassion and motivation necessary to be an effective health care provider are stressed.

The Clinical Faculty provides positive role models and an environment which emphasizes the need for individual commitment and continued professional development in order to further enhance one’s knowledge and clinical skill. Professional attitudes and a commitment to serve the community and profession are stressed in class and through participation in local, state and national associations; and in participation in other community health related events. Successful completion of the physical therapist assistant program helps prepare graduates to take the national licensure examination and to treat patients under the supervision of a licensed physical therapist.

Upon completion of the COS PTA Clinical Affiliations, PTA students will be able to:
1. Identify the qualities/characteristics of a competent practitioner who understands his/her role and scope of practice and who possesses the skills necessary for effective patient care.
2. Demonstrate an understanding of the psychological, motivational, and pathological needs of patients and how they interact and affect the patient’s rehabilitation process.
3. Recognize, acknowledge and explain the ethical problems which may affect the patient, the patient’s family, the profession or self and how to resolve issues before they lead to unethical practice.
4. Demonstrate an understanding of, and appreciation of, and an acceptance of the importance of the administrative and social structure of the place of employment.
5. Demonstrate the principles, concepts, facts and treatment skills necessary to provide effective patient care.
6. Perform the competencies necessary for implementing a musculoskeletal, neuromuscular or cardiopulmonary treatment program which is developed and outlined in the physical therapist’s plan of care.
7. Perform the competencies necessary for assessing the patient’s response to treatment and the specific observation and measurement skills which are within the PTA scope of practice.
8. Identify the reasons for the need for lifelong learning as it relates to new treatment techniques, new technology and future growth and development in professional and non-professional areas.
9. Demonstrate effective and appropriate written, verbal and non-verbal communication skills to be used with patients, families and other health care professionals.
10. Demonstrate the use of appropriate safety precautions to protect the patient, their families, self and other health care professionals.
GENERAL OVERVIEW

The COS PTA Program is a limited entry, 5 semester program including general education and technical courses. The pre-technical phase is considered pre-requisite courses. After successful completion of these courses, the student goes through the application process, requirements and deadlines are accessible on the COS website under the Physical Therapist Assistant Program. (http://www.cos.edu/pta)

Once admitted into the COS PTA program, the student then completes 4 semesters of technical courses and affiliations along with other general education courses required for graduation with an Associate of Applied Science Degree.

All PTA technical courses must be passed with a 70% or higher. All laboratory and clinical affiliations must be passed with a 70% or higher. All safety aspects of the technical courses and affiliations must be passed with 100%. General education grading scales are individual to each instructor based on the college guidelines.

Dress Code/Professional Behaviors for Clinical Education

The COS PTA program has a dress code for clinical affiliations or when representing the program at professional/meetings or community events. The Dress Code provides for an effective learning environment and to promote the safety of students and their patients. Students are required to dress in a professional manner for clinical affiliations. The intention of this code is that students be neat, clean and professionally attired as they would in the work environment, and that their dress code is not visually distracting to others, nor disruptive to the educational experience.

Each student is required to purchase 3 polo shirts/2 pants from our designated supplier. Shoes must have closed toes and flat heels, and rubber soles are recommended for comfort in the clinic.

COS PTA students are required to wear a name badge while on clinical affiliations. The name badge may be specific to the facility or COS PTA program name badge. The name badge must clearly denote student status. Students and clinical faculty are expected to clearly identify the student as a student and to obtain consent from patient prior to student’s participation in treatment or intervention. COS PTA students are expected to introduce and identify themselves as a student PTA prior to working with a patient.

COS PTA Students must adhere to the dress code specified by their respective clinical sites. The complete uniform is to be worn during clinical experiences, and as otherwise directed by the faculty or clinical instructor. In such cases whereby no dress code is specified, the required attire is a program polo shirt/pants, name badge, watch with second hand, shoes and socks.
THE FOLLOWING ITEMS ARE STRICTLY PROHIBITED IN THE CLINIC:
1. Jeans (any color)
2. Tee shirts (unless COS College and/or physical therapy related) approved by clinical site/facility
3. Un-tucked shirts (unless made to be left out)
4. Hats, caps and any other unapproved headwear.
5. Excessive hair ornamentation
6. Hair must be neat, clean and off the collar with no loose ends that hang forward or impede patient care. Beards, sideburns, and mustaches must be neat and trimmed.
7. Sleeveless clothing and/or shorts (unless participating in lab activities)
8. Chipped finger nail polish or artificial nails
9. Excessive visible piercings or tattoos
10. Baggy or sagging pants
11. Skirts, skorts
12. Flip flops, open-toed shoes, or high heels
13. Tight fitting, provocative or revealing clothing
14. Bare midriffs, visible cleavage and/or buttocks

Guidelines For Student Clinical Rotation Placements
Students are assigned clinical affiliations by the DCE. The process by which this is done is as follows:

1. DCE will meet with each first year student during the spring semester to identify student strengths, weaknesses, needs and experience. Second year students are met with during the fall semester to review PTA 150, identify current strengths, weaknesses, needs and experiences.
2. PTA students will upload required information in EXXAT system; this information includes clinical preferences, site types and ability to travel.
3. DCE will assign students to clinical placements for PTA 150, 160, 161. Students will be placed into facilities with current contracts. DCE is responsible for clinical assignments.
4. DCE will notify students of assignment at clinical education meetings; second year student will attend Clinical Education meeting in the Fall semester and receive notification of PTA 160 and PTA 161 placements by Dec. 1. Students will receive an email and letter generated by the EXXAT system. First year students will attend Clinical Education meeting in spring semester and receive notification of PTA 150 placement by March 1; student will receive an email and letter generated by the EXXAT system.

Attendance Policy
Attendance and punctuality at the Clinical Education experience site are mandatory. Student’s exact hours and days of attendance at the clinical site are determined by each particular site and their particular clinical instructor (CI). Students may be required to attend their Affiliations on any days, evenings, weekends, holidays, etc. (The exception is official College holidays, when the student cannot be in clinic due to insurance issues). Students are not permitted to take
time off from their Clinical Education experience. If a student is ill or has an emergency that causes them to miss time from their affiliation, they must immediately notify their clinical instructor and the Director of Clinical Education (DCE) via phone and email. Any missed time must be made up at an agreed upon date/time with the clinical instructor and DCE. There are no “personal days off” allowed.

While on clinical affiliations, students are covered by the College’s liability insurance. As such, students cannot be in clinic during official College holidays. Any holidays occurring during the timeframe of clinical affiliations have been accounted for in the time/hours scheduled.

Course Content

In this manual, course descriptions have been provided to give you a general overview of course content and course sequencing that the COS PTA students experience. This will help in your understanding of specifically what the student has been prepared in prior to each of the affiliations. Specific outcomes and objectives are also listed for each of the three affiliations to help you develop appropriate and safe learning experiences for the students.

The clinical affiliations and clinical instructors are an integral and important part of the COS PTA education process. This is where the student begins hands on treatment of patients under the supervision of a physical therapist based on prior academic courses. Appropriate, competent, safe and ethical treatment skills and behavior are the basis of evaluation of the student’s progress and success in the clinical affiliation.
QUALIFICATIONS TO BE CENTER COORDINATOR OF CLINICAL EDUCATION

The Center Coordinator of Clinical Education (CCCE) must meet specific criteria. The designated person is a critical piece to the implementation of an effective clinical education plan. The CCCE has specific qualifications and is responsible for coordinating the assignments and activities of students in the clinical education site.

To qualify as a CCCE they must meet the Guidelines of APTA:

1.0 The Center Coordinator of Clinical Education (CCCE) has specific qualifications and is responsible for coordinating the assignment and activities of students at the clinical education site.

2.0 The center coordinator of clinical education demonstrates effective communication and interpersonal skills.

3.0 The center coordinator of clinical education demonstrates effective instructional skills.

4.0 The center coordinator of clinical education demonstrated effective supervisory skills.

5.0 The center coordinator of clinical education demonstrates effective performance evaluation skills.

6.0 The Center coordinator of clinical education demonstrates effective administrative and managerial skills.
MINIMUM QUALIFICATIONS TO BE AN AFFILIATION SITE

The Director of Clinical Education (DCE) has the responsibility for selecting clinical affiliation sites and for maintaining that relationship. The following minimum qualifications are required in order for a clinical site to be eligible to accept students on any of their three clinical affiliations:

- A current, fully signed and executed Student Affiliation Agreement (contract) between the site and the College of Sequoias (COS) that specifically states the responsibilities of the school, the facility and the student.
- Agreement to accept and abide by the affiliation contract terms.
- At least one full time, licensed physical therapist employed at the site.
- An appropriate client mix to meet the needs of the particular student learning experience.
- Appropriate space and equipment to meet the needs of the particular learning experience.
- Staffing of the site must adhere to California rules and regulations regarding therapist ratios.
- Ability to appropriate modify supervising PT/PTA productivity requirements to support student learning experience.

The DCE or another faculty member may visit the facility or contact the CI near the midway point of the clinical affiliation. The visit is typically scheduled around the mid-term of the affiliation. The clinical instructor and the student will each be interviewed as to the progress of the student and the appropriateness of the learning experiences. Discussion of student strengths and weaknesses will be addressed. Any necessary remediation and follow-up will be determined at that time and on an individual basis. Additional visits scheduled on an as needed basis and at the request of the DCE, CI and/or student. Visits may occur before the mid-term of the affiliation if necessary or requested. Telephone visits are scheduled for students attending affiliations that are out of the area.

If any one or more of the above minimum qualifications for an affiliation site is missing, students will not be scheduled at that facility. If any site qualifications should become unsatisfactory during the course of a student affiliation, the student will be removed from the facility and the affiliation rescheduled at an appropriate site. All appropriate efforts will be undertaken by the DCE to ensure this does not occur and to meet with facility staff to rectify any issues that do arise.
MINIMUM QUALIFICATIONS TO BE A CLINICAL INSTRUCTOR (CI)

The Commission on Accreditation of Physical Therapy Education (CAPTE) requires that “The clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers.” (Criteria 2.2.4)

The qualifications for a clinical instructor are as follows:
- A minimum of 1 year clinical experience.
- A genuine interest in working with PTA students.
- Good communication skills with students and the faculty of the academic program.
- A willingness to participate/collaborate with the academic faculty in the education of PTA students.
- Demonstrated competence in the area of the particular affiliation emphasis (fundamental skills, orthopedic, neurologic pathologies).
- A current license to practice physical therapy in the state of California.
- A supervising PT if the clinical instructor is a PTA.

The Clinical Instructor is preferred to have:
- APTA Credentialed Instructor (CI) – (required beginning in 2013 in order to qualify for CEU’s in California).
- APTA membership.
- Two or more years of clinical experience.
- Previous experience supervising students.
- Taken continuing education courses related to the particular emphasis of the affiliation (fundamental skills, orthopedic, neurologic pathologies).
- Advanced training/certifications.

For all new clinical instructors, a clinical instructor questionnaire (see addendum and attached questionnaire) will be sent to each CI to ensure the CI meets minimum qualifications. This is returned to the DCE. It is recommended that a copy of the CI questionnaire be provided to facility CCCE in order to assist the CCCE in maintaining updated records of all of the facilities CI’s. If the CI does not meet the minimum qualifications, a different CI will be requested. If this is not possible, a different site will be selected.
EVALUATION OF STUDENTS

Several methods will be used to assess a student’s progress in each of the three Affiliations. At the end of each of the three Affiliations it is expected that the student is practicing at the level outlined in the particular syllabus.

Clinical Performance Instrument (CPI)
The CI (Clinical Instructor) will complete the PTA Clinical Performance Instrument (CPI) to rate student performance. This evaluation report is due midterm (PTA 160 and PTA 161) and at the end of each affiliation. By the end of the affiliation, the student must meet expectation as outlined in the course syllabus in order to pass the affiliation. It is not expected that the student will be able to be exposed to and participate in every criteria on the CPI. It is expected that the student case load will substantially consist of diagnoses appropriate to the emphasis of the affiliation (fundamental skills, orthopedic, neurologic pathologies). All CIs must complete online training for the PTA CPI. The DCE will provide instructional materials and additional training as needed. Students will complete online CPI training in the Spring of their first year, prior to start of their first affiliation. Further explanation and review of the CPI will be presented to students during scheduled Clinical Education meetings.

Mid-term Visit (or phone interview)
Approximately mid-way through each affiliation, the DCE will visit the affiliation facility and meet with the CI and the student to assess the student’s progress to date. This visit will be scheduled and advance notice will be given to the CI and the student. If the student is attending an out of area facility, this visit may be scheduled as a phone interview with the CI and the student.

Other visits/phone calls
The DCE will also make contact with the student and CI via email or telephone calls early in the affiliation to confirm understanding of expectations and identify any areas of development or clarification needed.

If, at any time during the affiliation, the CI, DCE and/or the student feel that extra meetings with the DCE are necessary to ensure the success of the student, these will be scheduled. This course of action may include verbal counseling, written counseling, written learning contract or termination of the affiliation. Each case will be dealt with on an individual basis.

Counseling, Learning Contracts
If, at any time, the CI and/or DCE feels that the student is at risk, areas of significant concern are identified or a critical incident is activated on the CPI, one of two courses of action will occur.

1. A counseling conference between the student and DCE will occur. The student will receive written explanation, via a Counseling Form, of the concerns and their relation to clinical performance and progression towards entry level PTA. The student will be
informed of the corrective action required and timelines for completion as well as consequences of failure to complete.

a. Student, DCE and Program Director will sign the counseling form. Copies will be retained by the student and via the Program Director, in the student’s file. If the concerns are clinically related, a copy will also be retained by the CI as long as FERPA is maintained.

b. Failure to complete the terms of the Counseling Form may result in failure of the affiliation and dismissal from the Program.

2. A counseling conference between the student, DCE and CI will occur. The student will be placed on a Learning Contract whose terms and timelines for completion will be determined by the DCE based upon and with input from the CI and student. If the Learning Contract is initiated near or at the end of the affiliation, the student may be required to extend the affiliation in order to meet the terms of the Learning Contract. Extension of the affiliation may occur in the current placement or may, if deemed in the best interests of the student, occur at another facility.

a. Student, DCE and CI will sign the Learning Contract. Copies will be retained by the student, CI and via the Program Director, in the student’s file.

b. Failure to complete the terms of the Learning Contract may result in failure of the affiliation and dismissal from the Program.

Grading

Based upon the above input and additional assignments during the course of the Affiliations, the DCE will determine the final grade assigned to the student.

All Clinical Education Courses are Pass/Fail Course – Student MUST receive a “PASS” as outlined in each syllabus.

Please note that for a student to receive credit for this course and progress in the Program, a Passing grade must be achieved. Minimum proficiency in the skills in the APTA Clinical Performance Instrument (CPI) for Physical Therapist Assistants is required. Successful completion of the affiliation is a combined decision of the clinical and academic faculty based upon the clinical instructor’s and students written and verbal evaluation of the student’s performance in the clinic and completion of all assignments. The academic faculty (DCE) makes the final determination of the grade.

Refer to Appendix A: Physical Therapist Assistant Clinical Performance Instrument
TOOLS FOR EVALUATION OF CLINICAL INSTRUCTORS (CIS)

The Commission on Accreditation of Physical Education (CAPTE) requires that “The clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers.” (Criteria 2.2.4)

It is the obligation of the DCE to ensure that the above criteria are met; that all CIs are appropriately qualified to be involved in the education of PTA students.

The following methods will be used to evaluate clinical instructors:

**Clinical Instructor Questionnaire-by CI**
This form will be provided to all assigned CIs prior to the CI’s first student affiliation. All minimum qualifications must be met in order for the CI to accept the student. If minimum qualifications are not met, a new CI must be selected. Preferred qualifications are also listed and should be filled out as in-depth as possible.

At the conclusion of each student affiliation, this form will be sent to each CI. This assessment consists of yes/no and short narrative questions that relate to the competence and expertise of the clinical instructor. It also asks for professional development interests. The CI is asked to fill out the assessment form as in-depth and accurately as possible and return it to the DCE.

**Appendix A**
Clinical Instructor Questionnaire
Clinical Instructor Self-Assessment

**Physical Therapist Assistant Student Evaluations of CI**

At conclusion of each affiliation, the student will complete an Evaluation of CI which will be reviewed by the DCE.

Refer to:
Appendix – PTA Student Evaluation of Clinical Site Instruction (PTA 1 D.)
TOOLS FOR EVALUATION OF CLINICAL INSTRUCTORS (CIS)

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Clinical Instructor Questionnaire
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*Refer to:*
Appendix – PTA Student Evaluation of Clinical Site Instruction (PTA 1 D.)
TOOLS FOR EVALUATION OF CLINICAL SITE

**Clinical Site Information Form (CSIF)**
During the site visit or phone interview the DCE will attempt to contact the CCCE in order to review/update the facility CSIF. There will be an attempt for the COS PTA program to assist with keeping this form updated and available on-line.

**Clinical Site Evaluation (CSE)-by student**
During a scheduled visit, phone interview the DCE and student will complete a clinical site evaluation form. The CSE will assist the DCE in assessment of the facility and the CI in regards to appropriate educational activities, patient selection for the student, timely and effective feedback between the CI and the student, as well as availability of resources.

**Center Coordinator for Clinical Education Resume (CCCE Resume)**
The DCE will attempt to meet with the CCCE during clinical affiliation visit (or phone interview) to review/update the CCCE Resume. This form can also be submitted and update electronically with the DCE.

**Appendix C**
CSIF (in CCCE Manual)
CSE-Clinical Site Evaluation by Student
CCCE Resume (in CCCE Manual)

The three evaluative criteria of each clinical site will be kept in a binder and/or electronic file so that all stakeholders have access the specific Clinical site information. This information is located in the DCE office of the COS PTA program.
Clinical Instructors are encouraged to participate in Faculty Development offered by the COS PTA program. The faculty development program hosted by the College of Sequoias offers inservices and seminars to faculty on a variety of topics. These seminars are typically scheduled at the beginning of the fall and spring semesters but are also held throughout the academic year. Clinical Instructors are encouraged to attend all faculty development programs offered by the COS PTA program as well as the college. Any clinical instructor interested in participating in clinical faculty development (inservices and/or seminars) or would like to suggest a topic for future clinical faculty development is encouraged to contact the COS PTA Program DCE.

- The DCE is committed to hosting an APTA CCIP course every other year as long as need is identified
- The DCE is committed to hosting a continuing education course every Spring to meet the needs, goals and development of our Clinical Education faculty

In addition to the COS PTA program faculty development, the COS library supports life-long learning of clinical faculty by offering “free” access to database searches, journals and reference books. Access to the COS Library is available through the following link http://www.cos.edu/Library/Pages/default.aspx.

Clinical Instructors and CEU’s
The COS PTA Program will provide each clinical instructor with a certificate documenting the number of hours completed of clinical instruction. This documentation of hours may be presented to the California PT Board for approved Continuing Competency credits, pursuant to the Physical Therapy Board of California, alternative pathway E) in Physical Therapy Regulations 1399.94. (www.ptb.ca.gov)

The primary goal of clinical instructor evaluation is to immediately resolve issues where possible and to provide or recommend appropriate development activities when necessary.

If an assigned clinical instructor does not meet the established minimum qualifications, the CCCE of the facility will be contacted to find an alternate and qualified clinical instructor. The DCE will also discuss with the CCCE and/or CI methods by which the CI may meet minimum qualifications. If an alternate CI is not available an alternate affiliation site will be chosen.

In the most severe cases where clinical education instructor deficits cannot be resolved, the clinical instructor and/or the clinical site will be dropped from the affiliation site selection list.
PROGRAM CURRICULUM AND COURSE DESCRIPTION
Completion of the College of the Sequoias Physical Therapist Assistant Program leads to an Associate of Science Degree. Required courses include prerequisites; Anatomy-4 units, Physiology-4 units; PTA courses- 43 units and General Education courses-18 units. Students must also take additional courses to meet graduation requirements of the college. PTA course sequence is scheduled sequentially for four semesters. Supervised clinical affiliations are integrated in the program. Clinical affiliations, PTA 150 require 40 hours/week for 3 weeks and are integrated at the end of the 2nd semester; PTA 160 and PTA 161 are each 40 hours/week for 6-7 weeks during the 4th semester. There is a total of 680 hours of clinical education.

<table>
<thead>
<tr>
<th>Pre-Program</th>
<th>1 Semester</th>
<th>2 Semester</th>
<th>3 Semester</th>
<th>4 Semester</th>
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<tbody>
<tr>
<td>BIO 30-Anatomy 4 units/lab</td>
<td>PTA 121-Fundamentals for PTA 2-units</td>
<td>PTA 130-Physical Agents and Modalities 3-units</td>
<td>PTA 145-Neuro Rehabilitation for the PTA 3-units</td>
<td>PTA 160-Clinical Education 2 5.5-units</td>
</tr>
<tr>
<td>BIO 31-Physiology 4 units/lab</td>
<td>PTA 125-Basic Principles of Patient Care 3-units</td>
<td>PTA 139-Pathology 2-units</td>
<td>PTA 152-Cardiopulmonary Rehabilitation 3-units</td>
<td>PTA 161- Clinical Education 3 5.5-units</td>
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<tr>
<td>English 1 GE-4 units (recommended)</td>
<td>PTA 128-Kinesiology 3-units</td>
<td>PTA 148 Orthopedics 3-units</td>
<td>PTA 155-Therapeutic Exercise 4-units</td>
<td>PTA 170-Seminar 1-unit</td>
</tr>
<tr>
<td>Math 230 or higher GE- 4 units (recommended)</td>
<td>PTA 131-Physics for PTA’s 1-unit</td>
<td>PTA 150-Clinical Education 1 3-units</td>
<td>Social/Behavioral GE-3 units (recommended)</td>
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<tr>
<td>PE or Dance GE- 2 units (recommended)</td>
<td>Communication Analytical Thinking/GE- 3 units (recommended)</td>
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<td>Health and Wellness GE-3 units (recommended)</td>
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<td>Humanities GE-3 units (recommended)</td>
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18 units 15 units 12 units 16 units 12 units

The final phase of the program, the 4th semester is spent in full time clinical affiliations under the direct supervision of the CI’s and managed by the DCE (Director of Clinical Education). PTA
160 - Clinical Affiliation 2, PTA 161 - Clinical Affiliation 3, are 12-13 total weeks of 40/hour week of direct patient care, in both inpatient and outpatient settings. This constitutes the cumulative experience where critical thinking, psychomotor technical skills, communication, and professional behaviors are developed to the entry level for a PTA. PTA 170 is a weeklong seminar course, designed to debrief, as well as develop study plans for both the national board test and lifelong learning, after their final experiences at their inpatient and outpatient clinical settings.

### COURSE DESCRIPTIONS

**PTA 121 - Fundamentals for the PTA (Lecture) 2 Units**
This course introduces students to the field of physical therapy by covering the history and values of the American Physical Therapy Association. It covers development of the team approach in specific roles of Physical Medicine and Rehabilitation professionals in the health care system; discusses components of communication among the healthcare team, patients and family members/caretakers; and explores issues such as patient diversity and cultural competence.

**PTA 125 - Basic Principles of Patient Care (Lecture/Lab) 3 Units**
This lecture and lab course provides training in basic patient management including bed mobility, transfers, and ambulation training. Course will include Physical Therapy assessments of goniometric ROM and manual muscle testing. It will address infection control, isolation precautions, assessment of vital signs, and responses to pain. Course will cover basic documentation skills and documentation for interventions learned in this course.

**PTA 128 - Kinesiology (Lecture/Lab) 3 Units**
This course instructs the PTA student in the study of human movement. It is a foundational course exploring the laws of physics and motion and applied anatomy. Students will determine biomechanical forces on the body. Topics will include musculoskeletal review of origins, insertions, innervations and actions of prime movers.

**PTA 130 - Physical Agents and Modalities (Lecture/Lab) 3 Units**
This lecture and skills lab course provides the PTA student with exposure to the duties related to dealing with physical agents, modalities and massage. These applications include the use of cold, heat, ultrasound, diathermy and hydrotherapy. Other modalities include mechanical traction, electro-therapy, compression and laser/light. Basic dressing changes and wound care with the use of universal precautions and infection control are covered. Soft tissue mobilization and therapeutic massage as therapeutic modality are presented. This course has a significant number of laboratory hours and psychomotor learning opportunities.

**PTA 131 - Physics for PTA (Lecture) 1 Unit**
This is a basic introduction to the natural laws governing motion, light, sound, electricity, thermodynamics and mechanical properties, in addition to various tissues related to field of
physical therapy. Designed as a 6 week course; class will be held for 3 hours each week for the first 6 weeks of the Fall semester.

**PTA 139-Pathophysiology (Lecture) 2 Units**
This course presents signs, symptoms and complications of disease states of the body. It covers the nature of diseases and abnormalities of structure and function. The physical, clinical and laboratory presentation of disease process is examined.

**PTA 145-Neurorehabilitation for the Physical Therapist Assistant (Lecture/Lab) 3 Units**
This course instructs the PTA student in functional activities and rehabilitation procedures relating to the management of patients with neurological diagnoses. Students will review normal neurodevelopment sequence as well as developmental delays. The focus of the class is to integrate safe, legal, ethical and effective rehabilitation procedures for neurological patients. This course requires a high level of critical thinking and application and implementation of physical therapy interventions. This class will help the student develop the necessary communication skills needed in the rehabilitation setting.

**PTA 148-Orthopedic Management (Lecture) 3 Units**
This course instructs the PTA student in the application of kinesiological concepts to the clinical setting and treatment of orthopedic diagnoses. The focus is on safe, legal and ethical use of appropriate therapeutic exercise. Students will learn the physiological responses for orthopedic conditions and management of surgical cases.

**PTA 150- Clinical Education 1 (Clinical placement) 3 units**
This 4 week full-time clinical experience serves to introduce the student to clinical practice. The main emphasis is on developing the motor memory and handling skills of the basics on real patients; stretching, ROM, MMT, goniometry, therapeutic exercise and beginning to learn and understand the rationale for those interventions.

**PTA 152-Cardiopulmonary Rehabilitation (Lecture/Lab) 3 units**
This course will apply the physiology of body systems as related to various influences such as aging, environmental exposure and pathological dysfunction. Included will be common disease pathways of the cardiovascular and pulmonary systems. The course will also introduce the student to cardiopulmonary fitness and rehabilitation techniques.

**PTA 155-Therapeutic Exercise (Lecture/Lab) 4 Units**
In this course students develop knowledge and skill in the treatment of various conditions. This course includes integration, modification and progression of concepts taught in previous courses in order to perform physical therapy interventions with multiple systems conditions. Integrated principles and application of therapeutic exercise will be reviewed. Specific topics include various motor learning techniques, aquatic therapy, proprioceptive retraining/balance, spinal stabilization, functional progression for the spine and extremities. Issues pertaining to health and wellness across the lifespan are presented.
PTA 160 - Clinical Education 2 (Clinical placement) 5 Units
This six to seven week, full-time course provides the PTA student with full time clinical education experience with application of previously learned techniques and skills in rehabilitation in various clinical settings. The focus is on safe, legal, ethical and effective use of physical therapy interventions. Focus is on communication skills, interpersonal relationships and professionalism required in the health care setting. Students are expected to assume a greater responsibility in the clinical setting, as they improve their clinical treatment skills. Students will have successfully completed the didactic portion of the curriculum and will make satisfactory progress toward competent and safe entry level PTA skills at the conclusion of this clinical experience. Skills practiced are dependent on the clinical site. Supervision is at the intermediate level provided by the staff of the affiliating institution and coordinated by the DCE.

PTA 161 - Clinical Education 3 (Clinical placement) 6 Units
This is six-seven week, full-time affiliation, where students are given the opportunity to implement therapeutic treatments learned in the academic setting under the supervision of a Physical Therapist. The student will be responsible for patient care compatible to the role of the entry-level PTA utilizing knowledge and skills developed in the program. The student will have an opportunity to advance his/her skills level in the competencies experienced during Clinical Education I and II to an entry-level within the role of the PTA. Students will demonstrate competent and safe entry level PTA skills at the conclusion of this clinical experience.

PTA 170 - Seminar for PTA (Lecture) 1 Unit
This course provides the PTA student with review of various systems and interventions provided by the PTA. Students will summarize and discuss management and interventions. Also included is the review of how to apply and prepare for the state board and national PTA licensure exam.
STUDENT LEARNING OUTCOMES FOR CLINICAL AFFILIATIONS

PTA 150- Clinical Education I
Prerequisites: Successful completion of PTA 139, 140, 148 with “C” or better and pass grade for all final practical lab examinations.
ACTIVITY HOURS PER WEEK: 40 hours per week for 4 weeks – 160 total hours

Student Learning Outcomes:
1. Student will perform all PTA skills in a safe manner that minimizes the risk to patient, self, and others under the direction and supervision of the physical therapist of record.
2. Student will demonstrate expected clinical behaviors in a professional manner in all situations.
3. Student will perform in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Student will adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
5. Student will communicate in ways that are congruent with situational needs.
6. Student will participate in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Student will demonstrate clinical problem solving.
8. Student will perform selected therapeutic exercises in a competent manner.
9. Student will apply selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Student will apply selected physical agents and mechanical modalities in a competent manner.
11. Student will apply selected electrotherapeutic modalities in a competent manner.
12. Student will perform functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Student will produce quality documentation in a timely manner to support the delivery of physical therapy services.
14. Student will participate in the efficient delivery of physical therapy services.

Course Objectives
At the conclusion of this course, students will be able to:
1. Demonstrate motivation, dependability, and professional conduct via: attendance; adherence to the facility dress code; and adherence to the APTA Standards for Ethical Conduct for the PTA.
2. Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
3. Identify themselves to patients and facility staff using the appropriate credentials (PTA Student).
4. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
5. Exhibit conduct that reflects a commitment to meet the expectations of members of society receiving health care services.
6. Exhibit conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy.
7. Exhibit conduct that reflects standards that are legal, ethical, and safe.
8. Adhere to standard precautions and isolation control procedures, such as isolation techniques and sterile techniques.
9. Demonstrate the use of correct body mechanics in all patient interactions.
10. Read the patient’s medical chart and extract pertinent information as it relates to the administration of physical therapy treatment.
11. Demonstrates an understanding of the POC developed by the PT and how to achieve short and long term goals and intended outcomes.
12. Recognize when a directive to perform an intervention or procedure is beyond the scope of work of a PTA, or beyond the student’s level of skill or knowledge, and defer to the clinical instructor.
13. Perform basic patient handling, such as: transfers; bed mobility; positioning and draping, while using safe and proper body mechanics.
14. Perform basic PROM, AAROM and AROM as established in PT Plan of care.
15. Perform basic wound care dressing application and removal of dressings; includes recognizing viable and nonviable tissue.
16. Recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma.
17. Perform data collection, such as: taking vital signs; anthropometric characteristics; arousal, mentation, and cognition; monitoring breathing patterns; goniometry; manual muscle testing; muscle length testing; volumetric and girth measurements; posture and gait observation.
18. Measure patient’s pain, using standardized questionnaires, graphs, behavioral scales, or visual analog scales.
19. Administer standard questionnaires to patients and others.
20. Measure and fit assistive devices, including crutches, walkers, canes and wheelchairs, and instruct the patient/family to use and care for the device as outlined in the plan of care.
21. Recognize changes in skin condition while using assistive devices and equipment.
22. Recognize safety factors while using the device.
23. Perform gait training over level surfaces, uneven surfaces, stairs, ramps, doorways, and tight areas.
24. Recognize architectural barriers which may interfere with a patient’s ability to function.
25. Instruct patients in wheelchair skills including transfers, inclines, curbs, and awareness of architectural barriers.
26. Apply athermal and thermal modalities, such as: hot packs; ice packs/ice massage; hydrotherapy; ultrasound; electrical modalities; compression therapies; hydrotherapy; cervical and lumbar traction; and massage/soft tissue mobilization; as outlined in the plan of care.
27. Participate in educating patients and caregivers, as directed by the supervising physical therapist.
28. Assess and report patient’s status to the supervising Clinical Instructor.
29. Document intervention(s) utilizing proper medical terminology and clinical site format.
30. Takes appropriate action in an emergency situation as an individual as well as a member of PT department; able to describe organizational chain of command in the physical therapy service.

PTA 160-CLINICAL EDUCATION II
Prerequisites: Successful completion of 145,152,155 with a “C” or better and pass grade for all final practical lab examinations.
ACTIVITY HOURS PER WEEK: 40hours per week for 6 weeks – 240 total hours

Student Learning Outcomes:
1. Student will perform all PTA skills in a safe manner that minimizes the risk to patient, self, and others under the direction and supervision of the physical therapist of record.
2. Student will demonstrate expected clinical behaviors in a professional manner in all situations.
3. Student will perform in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Student will adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
5. Student will communicate in ways that are congruent with situational needs.
6. Student will participate in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Student will demonstrate clinical problem solving.
8. Student will perform selected therapeutic exercises in a competent manner.
9. Student will apply selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Student will apply selected physical agents and mechanical modalities in a competent manner.
11. Student will apply selected electrotherapeutic modalities in a competent manner.
12. Student will perform functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Student will produce quality documentation in a timely manner to support the delivery of physical therapy services.
14. Student will participate in the efficient delivery of physical therapy services.

Course Objectives
At the conclusion of this course, students will be able to:
1. Meet all observed objectives of Clinical Education II.
2. Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
3. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist, including:
developmental activities; prosthetics & orthotics adjustment and training; passive ROM; aerobic conditioning; balance & coordination training; breathing exercises & coughing techniques; conditioning & reconditioning; postural awareness training; biofeedback; ROM exercises; stretching exercises; strengthening exercises; activities of daily living; application and removal of wound dressing or agents; and identification of precautions for dressing removal.

4. Identify the individual’s and caregiver’s ability to care for an assistive device.
5. Describe the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management, and mobility.
6. Recognize absent or altered sensation as well as activities that aggravate or alleviate pain, edema, dyspnea or other symptoms.
7. Recognize normal and abnormal integumentary changes.
8. Recognize normal and abnormal joint motion
9. Describe resting posture in any position and recognizes and monitors response to positional changes and movement; recognizes cyanosis.
10. Recognize alignment of trunk and extremities at rest and during activities; observes presence or absence of muscle mass.
12. Recognizes neuromotor developmental sequence with gross and fine motor milestones, righting and equilibrium reactions.
13. Adjust interventions within the plan of care established by the physical therapist in response to patient clinical indications and report this to the clinical instructor.
14. Recognize when an intervention should not be provided due to changes in the patient’s status and report this to the supervising clinical instructor.
15. Report any changes in the patient’s status to the supervising clinical instructor.
16. Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant, and initiate clarification with the physical therapist.
17. Participate in educating patients and caregivers regarding safety factors, as directed by the supervising physical therapist; recognizes safety barriers in home, community and work environments.
18. Provide patient related instructions to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.
19. Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
20. Participate in discharge planning and follow-up, as directed by the supervising physical therapist.
21. Under the direction and supervision of the physical therapist, instruct other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.
22. Educate others about the role of the physical therapist assistant.
23. Interact with other members of the health care team in patient care and non-patient care activities.
24. Provide accurate and timely information for billing and reimbursement purposes.
25. Participate in performance improvement activities; peer review, utilization review.
26. Demonstrate a commitment to meeting the needs of the patients and consumers.
27. Recognize the role of the PTA in the clinical education of the PTA student.
28. Reads and understands health care literature; identifies career developments and lifelong learning opportunities.

PTA 161-CLINICAL EDUCATION III
Prerequisites: Successful completion of PTA 160
ACTIVITY HOURS PER WEEK: 40 hours per week for 6 weeks - 240 hours

Student Learning Outcomes:
1. Student will perform all PTA skills in a safe manner that minimizes the risk to patient, self, and others under the direction and supervision of the physical therapist of record.
2. Student will demonstrate expected clinical behaviors in a professional manner in all situations.
3. Student will perform in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Student will adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
5. Student will communicate in ways that are congruent with situational needs.
6. Student will participate in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Student will demonstrate clinical problem solving.
8. Student will perform selected therapeutic exercises in a competent manner.
9. Student will apply selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Student will apply selected physical agents and mechanical modalities in a competent manner.
11. Student will apply selected electrotherapeutic modalities in a competent manner.
12. Student will perform functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Student will produce quality documentation in a timely manner to support the delivery of physical therapy services.
14. Student will participate in the efficient delivery of physical therapy services.

Course Objectives:
At the conclusion of this course, students will be able to:
1. Meet all observed objectives of Clinical Affiliation I and II.
2. Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
3. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist, including: developmental activities; prosthetics & orthotics adjustment and training; passive ROM; aerobic conditioning; balance & coordination training; breathing exercises & coughing techniques (cough and sputum characteristics); conditioning & reconditioning; postural awareness training; ROM exercises; stretching exercises; strengthening exercises; application and removal of wound dressing or agents; and identification of precautions for dressing removal.

4. Identify the individual’s and caregiver’s ability to care for an assistive device.

5. Describe the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management, and mobility.

6. Recognize absent or altered sensation.

7. Recognize normal and abnormal integumentary changes.


9. Describe resting posture in any position and recognizes and monitors response to positional changes and movement and chest wall expansion and excursion.

10. Recognize alignment of trunk and extremities at rest and during activities.


12. Adjust interventions within the plan of care established by the physical therapist in response to patient clinical indications and report this to the clinical instructor.

13. Recognize when an intervention should not be provided due to changes in the patient’s status and report this to the supervising clinical instructor.

14. Report any changes in the patient’s status to the supervising clinical instructor.

15. Recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant, and initiate clarification with the physical therapist.

16. Participate in educating patients and caregivers, as directed by the supervising physical therapist.

17. Provide patient related instructions to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.

18. Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

19. Participate in discharge planning and follow-up, as directed by the supervising physical therapist; including inspects and measure physical space.

20. Under the direction and supervision of the physical therapist, instruct other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.

21. Educate others about the role of the physical therapist assistant.

22. Interact with other members of the health care team in patient care and non-patient care activities.

23. Provide accurate and timely information for billing and reimbursement purposes.
24. Participate in performance improvement activities;
25. Demonstrate a commitment to meeting the needs of the patients and consumers.
26. Recognize the role of the PTA in the clinical education of the PTA student.
Appendix A  
Clinical Instructor Questionnaire

Date: ____________________________

Clinical Instructor (Print Name)

Year Entry Level PT/PTA degree earned: ____________________________

Highest degree earned: ____________________________ Yea r ________

Years experience as a clinician: ____________________________

Years experience as a clinical instructor: ____________________________

Do you have good communication skills? Ye s _____ N o _____

Areas of clinical competence/expertise: (Check all that apply)

________  Fundamental Skills

________  Pediatrics

________  Acute Care

________  Geriatrics

________  Orthopedic

________  Orthotics and Prosthetics

________  Pathologies

________  Neurological

________  Pathologies

________  Cardio/Pulmonary

________  Burns/Wounds

________  Other (please list)  Rehab

Continuing education courses taken in relation to above checked areas (please list):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APTA member  Yes  No

APTA Credentialed Clinical Instructor  Yes  No

Other specialty credentials/advanced training  Yes  No

Other professional organization memberships  Yes  No

If yes, please list:

Name, address, phone and email of facility where you are currently working at:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature
Appendix B  
Clinical Instructor Self-Assessment  
Post Affiliation

Date: ________________________________

Name: ________________________________  PT  PT  

Facility: ________________________________  T  A  

Student Name: ________________________________

Affiliation (circle one)  
PTA 150  PTA 160  PTA 161

1. Did you have specific, written goals for the student appropriate to their level of education and the affiliation emphasis?  Ye  No

2. Did you discuss these goals with the student?  Ye  No

3. Did you discuss the student generated goals with the student?  Ye  No

4. Did you encourage the student to ask questions?  Ye  No

5. Did you encourage the student to give input during treatment planning?  Ye  No

6. Did you modify any treatment plans or learning experiences based on student needs?  Ye  No

7. Did you have adequate time to devote to student learning?  Ye  No

8. Did you encourage the student to take initiative for their own professional learning?  Ye  No
9. Describe your communication/feedback style with the student.

Is it: Positive Constructive Timely (check all that apply)

Give example:

(Please fill out back also)

10. Describe three patient learning experiences you planned for the student.

(1) 

(2) 

(3)
Were these learning experiences consistent with the student’s level of education and affiliation emphasis? 

Yes _____ No _____

11. Besides patient care, what other learning experiences did you arrange for the student? Please list:

12. What professional development activities do you participate in? Please list:

13. What professional development activities would you like to participate in? Please list:
Appendix C

Student Evaluation of Clinical Experience and Clinical Instruction- APTA June 2003 will be sent to all students who completed their Clinical affiliation.
### Clinical Site Evaluation (Student)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Affiliation</th>
<th>PTA 150</th>
<th>PTA 160</th>
<th>PTA 161</th>
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#### Assessment of CI Performance

- **Appropriate mid-term assessment of student**: Yes | No
- **Appropriate educational activities/patients**: Yes | No
- **Effective/timely communication/feedback**: Yes | No

#### Student comments:

#### DCE comments:

#### Clinical instructor training requests/interests:

#### Clinical instructor comments about academic program:
# Appendix D

## ABBREVIATED RESUME FOR CENTER COORDINATORS OF CLINICAL EDUCATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
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<tbody>
<tr>
<td>PRESENT POSITION: (Title, Name of Clinical Center)</td>
<td>Length of time</td>
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<td>As a CI:</td>
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<td>In practice:</td>
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<td>Certified Specialist:</td>
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<td>LICENSURE (State/Numbers):</td>
<td>Other credentials:</td>
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### SUMMARY OF COLLEGE AND UNIVERSITY EDUCATION

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### SUMMARY OF PRIMARY EMPLOYMENT

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(COS PTA CCCE Manual 2016 Page 38)
**CONTINUING PROFESSIONAL PREPARATION RELATED DIRECTLY TO CLINICAL TEACHING RESPONSIBILITIES** (e.g. academic for credit courses {dates and titles}, Continuing Education {courses and instructors}, Research, Clinical Practice/Expertise, etc. in the last five years): *Please use the back of this page for additional continuing professional preparation.*

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