



CLINICAL EDUCATION HANDBOOK - TABLE OF CONTENTS

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SECTION 1

CLINICAL EDUCATION PROGRAM INFORMATION

1. PROGRAM INFORMATION

A. PTA Department Philosophy

The Physical Therapist Assistant Program subscribes to and supports the mission, philosophies, values and goals of the College, APTA and the accreditation standards established by CAPTE. The PTA Program at KCKCC is committed to providing the appropriate education necessary to achieve an Associate of Applied Science degree as a PTA. The program is dedicated to providing learning through various teaching techniques, including interactive and goal-oriented methods and practical applications. The faculty believes that the responsibility for student learning is balanced equally between faculty and students. Faculty roles include educating students and college while serving the community.

B. Accreditation

The Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association accredits Kansas City Kansas Community College. The program achieved accreditation May of 1998. Accreditation is effective through 2013. The student can request information regarding admission statistics, matriculation rates, graduation rates, employment rates, and board passing rates from the program coordinator.

C. Equal Opportunity

Kansas City Kansas Community College is committed to a policy of educational equity. Accordingly, the College admits students, grants financial aid and scholarships and conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, age, marital status, ancestry, or disabilities. Any person having inquiries concerning College compliance with regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, or Section 504 of the Rehabilitation Act of 1973 is directed to contact Leota Marks, Director of Human Resources and Affirmative Action, Kansas City Kansas Community College, 7250 State Avenue, Kansas City, Kansas 66112, Telephone (913) 334-1100, Ext. 7200.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Academic Resource Center director, room 3354, or 288-7670 V/TDD.

D. Educational Privacy

Privacy will be honored within the PTA program. The student will sign a release giving instructors authorization to share pertinent educational information between faculty and with the ACCE. Student information regarding clinical competence will be released to the Clinical Instructor from the ACCE, upon release of authorization from the student.

2. Physical Therapy Assistant Education Program Faculty/Staff

Michele Avery, PTA, BA, MS

Program and Clinical Coordinator / Assistant Professor

BA, Economics, University of Dallas

AAS, Physical Therapist Assistant, Kansas City Kansas Community College

MS, Human Resources Development, Pittsburg State University

Deanne Yates, PTA, BGS, MS

Assistant Professor

AAS, Physical Therapist Assistant, Kansas City Kansas Community College

BGS, Fort Hays State University

MS, Health and Human Performance, Pittsburg State University

Denise Johnson, PT, MPT

Instructor

BS, Physical Education, Mid America Nazarene University

MPT, Physical Therapy, University of Nebraska Medical Center

Raemee Knepper, CPTA

Professional Lab Assistant

AAS, Physical Therapist Assistant, Penn Valley Community College

Dr. Tiffany Bohm, PT, MPT, DPT

Dean of Health Professions

BS, Mathematics, Rockhurst University

MPT, Physical Therapy, Rockhurst University

Educational Certification in Assistive Technology, Oklahoma State University

DPT, Simmons College

Additional PTA program faculty member TBD as of 7/31/19.

Clinical Education Philosophy

Clinical Education is a vital and integral part of the PTA curriculum. Students should use this experience to integrate and apply their didactic knowledge, professional behavior, communication skills, technical skills, interpersonal relationship skills and problem solving skills in order to develop into a competent PTA.

1. Clinical Education Objectives

The Clinical Education Program will provide the education, both didactically and clinically, to prepare our students to:

1. Provide ethical and legal physical therapy services.
2. Provide a learning environment to enhance the integration of didactics to the clinical setting.
3. Educate and incorporate a healthcare team approach.
4. Develop effective communication to the patient/client, family and all healthcare team members.
5. Develop their role as a PTA in various healthcare settings.
6. Be an advocate of the physical therapy field and educate the public on our profession.
7. Commit to life-long learning.

2. Clinical Assignments

It is expected the students will be exposed to both inpatient and outpatient settings. Students will complete 3 off-site clinical experiences while in the PTA program. Clinical Skills III (PHTR0195) is a 2-week integrated clinical at the start of the 3rd semester. Clinical Skills IV (PHTR0240) and Clinical Skills V (PHTR0245) are terminal clinicals, 7 weeks in length, completed in the 4th semester.

Assignment will be based on a variety of factors including site availability, student compatibility, logistics, goals, strengths, and progress in the curriculum. All assignments made by the Academic Coordinator of Clinical Education (ACCE) are **final** and non-negotiable. Due to unforeseen circumstances, assignments are subject to change.

Clinical rotations may take place outside the college's standard academic calendar, including but not limited to summer, spring and holiday breaks.

Students will **NOT** be placed in sites in which they have previously worked or volunteered more than forty (40) hours, in which an immediate family member is employed in the rehabilitation department or in which they have contracted to work after graduation.

The majority of clinical sites are located within a 60 mile radius of the college. Students should expect one (1) site located outside this area during their time in the program. Each student is responsible for the costs incurred during clinical education assignments

Students are expected to work the hours designated by the clinical instructor and CCCE. This may include early start times, longer days, or weekends. Clinicals are full-time assignments and students are required to work in the clinic 40 hrs/ week.

New clinical sites are welcomed. The student's responsibility is to provide contact information for the facility to the ACCE at least 6 months prior to start date. If the site is outside KCKCC's metro area, the ACCE will consult other ACCE's in that area to learn more about the site and determine its suitability. All contract negotiations are to be made only by the ACCE and new affiliation contracts may need to be reviewed by the KCKCC legal department.

3. Clinical Assignment Timeline

Students will meet individually with the ACCE in their 2nd semester to identify goals and expectations, areas of interest and potential sites for clinical experience.

The ACCE will make clinical assignments and notify the facility and student of placement at least four (4) weeks prior to the first day of the assignment. Each clinical affiliation contract is reviewed by the ACCE as part of the "Clinical Assignment Checklist" at least four (4) weeks prior to student's clinical start date. If the contract is not current, ACCE will contact CCCE at clinical site to update and renew contract. If it is determined the contract cannot be renewed prior to student start date, student will be assigned to an alternate clinical site.

The student is responsible for contacting the site at the time designated by the ACCE to make necessary arrangements, introduce him/herself, obtain shift times and dress code. Failure to do so may result in the student being denied access to the facility and, therefore, failing the clinical experience.

4. Progression of the Clinical Education Program

The student must have a 2.0 cumulative GPA for all program courses in order to be eligible for Clinical Skills III, IV and V. Each student must also pass the following prior to the clinical internship:

- Skill Observation Form for each class completed
- HIPAA & Privacy Compliance Quiz (75% minimum passing grade)
- Bloodborne Pathogens in Healthcare Settings Quiz (80% min. passing grade)

The student should take all completed Skill Observation Forms to the clinical in order to communicate to the clinical instructor what data collection and intervention skills s/he has been deemed competent to perform safely.

Each student will be required, at a minimum, to obtain proof of the following:

- Current health care provider certification in adult, child, infant and two-person CPR
- MMR, DPT, varicella, tetanus boosters, Hepatitis B (or signed Hep B waiver)
- Annual 2-step TB test (offered free at KCKCC for students).
- Current health insurance coverage (or a signed waiver)
- Physical examination less than 12 months old.
- Criminal background check (completed by Castlebranch)
- Professional liability insurance coverage (provided through KCKCC)
- Completed training for the online PTA CIET evaluation tool

This documentation is uploaded into password-protected Exxat platform by student or ACCE. Some documentation may be kept in ACCE office in locked drawer.

Some facilities may require additional health screenings which will be done at student's expense. Failure to provide above information by the deadline posted by the ACCE may result in a delay starting clinical experiences which may ultimately delay graduation from the PTA program.

5. Communication during Clinical Assignments

A. Student Communication

Students must maintain communication with the ACCE during their internship. This will include, but is not limited to, confirmation of initial contact with CI and an update after the first week of the internship. Students are also expected to complete an assessment of the clinic and their instructor at the completion of the internship.

Students will receive assignments outside of their clinical duties and, on occasion, are required to communicate with various program faculty. An additional professionalism policy shall be instituted in the final program semester during clinical assignments to address unique professionalism concerns during this semester. Professionalism points will be distributed as follows:

- Late or incomplete assignment = 5 points
- Poor communication with program faculty = 5 points
- Improper use of cell phone (reported by clinic personnel) = 5 points

For each 5 points accumulated, the student will be obligated to perform 1 hour of service to the PTA program prior to graduation. If greater than 20 points is accumulated by a student in his/her final semester, a meeting will take place with the student, ACCE and Program Coordinator to establish an additional remediation plan or possible dismissal from the PTA program.

B. ACCE Communication

The ACCE will contact the Clinical Instructor (CI) via phone or email after the first week of the student's clinical experience. The ACCE will visit the facility while the student is there if clinic and ACCE schedules allow. Due to financial and time constraints, it is not possible for the ACCE to visit a clinic outside of a day's drive or one that requires airfare to get there. If, during the course of a clinical, the ACCE is contacted for a red flag on critical elements of the PTA CPI evaluation, a contact will be made to the CI within 24 hours. Together, the ACCE and CI will determine the best course of action. This may include, but is not limited to:

- A meeting with the ACCE, CI and student to discuss the red flag item.
- Developing a written action plan explaining expected behavior and improvement timelines signed by the ACCE, CI and student.

Failure of the student to meet expected behaviors outlined in the action plan will result in student's removal from the facility and failure of the clinical experience.

C. Student In-services

In Clinical Skills IV and Clinical Skills V, students are required to complete an in-service assignment. The specifics of the assignment will be decided upon by the CI with the objective of furthering the student's knowledge in a particular therapeutic area and conveying that newfound knowledge to clinic staff. In-services will be graded by the CI.

6. Professional Behavior

While on clinical experiences, students are to follow the professionalism policies of the program (found under the academic program policies section on professional behavior and under Communication during Clinical Assignments in this handbook) and the clinical site including all HIPAA and confidentiality statutes, rules & regulations, and policies. Some clinical education facilities may require additional onsite training in HIPAA. The program Student Informed Consent document shall apply to both the didactic and clinical education components of the curriculum. All breaches of professional behavior will be addressed by the faculty and/or program coordinator per the professionalism policy guidelines. The policy will be covered with all students during the first week of classes each semester.

Students demonstrating professionalism concerns during clinical experience are subject to probation and/or dismissal as outlined in the program professionalism policy.

When professional behavior issues arise on clinical experience, the following policy will be utilized:

- The affiliating Clinical Coordinator of Clinical Education, Clinical Instructor or student must notify the ACCE to discuss questionable behavior.
- A written contract defining expected behavior and outlining a remedial plan may be developed by the ACCE and involved parties. The ACCE will continue to assess student performance and make recommendations as needed.
- If further difficulty with professional behavior exists, the student will either be withdrawn from the clinic or dismissed from the course.

Appeals process:

- If a student is placed on probation or dismissed from the clinical, he/she will be informed of the appeals process.
- The student may submit a request for reinstatement. The student is responsible for supplying valid arguments and must submit the document to the program coordinator within three working days after dismissal.
- The program coordinator will consider the student's appeal and rule on the outcome. The coordinator will notify the student within 24 hours of the decision in writing. If the coordinator rejects the appeal, the student may appeal to the Dean of Health Professions in writing within 24 hours. If the Dean votes to uphold the coordinator's decision, the ruling is final. If the dean recommends reinstatement of the student, the dean, working with the faculty, will outline the terms and conditions for the student's return to the program.

7. Absences

Per our program policy, missing 25% or more of the total clinical time will result in a failure for the clinical course. For the 7-week clinicals, this equates to 9 days. The student is not given the opportunity to make up the 25% due to extended time required of the clinic and clinical instructor.

If a student misses 10 or more days throughout the 3 clinical rotations, the student will fail the most recent clinical course.

A. Excused Absences

All absences **must be** reported to *both* the clinical instructor and the ACCE. Emergency absences must be reported at least 15 minutes prior to the scheduled start time. Planned absences must be approved by the CI and ACCE at least two (2) working days before the absence is to occur. For a 7-week clinical, the first two (2) excused absences will be made up at the discretion of the clinical site. Additional absences must be made up. If a student is absent for two days or more due to illness, he/she may be required to provide written documentation from a physician that he/she is capable of returning to the assigned duties.

B. Unexcused Absences

All unexcused absences result in failure of the course. If a student is absent **AND DOES NOT REPORT** to the clinic **FOR ANY REASON**, it will be assumed the student has voluntarily removed him/herself from the course. The student will be notified of this in writing and may appeal.

C. Inclement Weather Policy

During periods of inclement weather, student safety is our primary concern. If a student's clinic is closed due to the weather, they do not need to count it as an absence. If a clinic is open but the student is not comfortable driving there, they may choose to stay home and use one of their excused absences. If this option is selected, they are not required to make up the time (assuming the absence was communicated to the CI and the ACCE) unless it is beyond the one absence limit (Clinical Skills III) or two absence limit (Clinical Skills IV or V). The student might also consider a later start on those days. The PTA program stresses that although clinicals are a required part of the curriculum, they are also an invaluable source of learning so the more time students have there, the better. It is critical that students communicate with their CI to figure out what's best for both parties as well as the facility. Students must communicate any absences or schedule deviations to ACCE via phone, email or text prior to the established start time of their day in the clinic.

8. Tardiness

Students are expected to be prepared and report at least 15 minutes prior to starting their clinical experience each day. If the student will be tardy, he/she must notify the clinic by phone at least 15 minutes prior to the scheduled start time.

Regardless of whether or not the tardy is excused, more than one (1) tardy during Clinical Skills III and more than two (2) instances of tardiness during Clinical Skills IV or V will result in failure of the clinical experience.

9. Dress Code

Some clinical facilities have a specific dress code. If one exists, it is expected the student will comply with such requirements. Any expenses for meeting such dress code will be the responsibility of the student. Unless specified by the clinical site, all students will dress according to the KCKCC PTA program policy for appropriate appearance.

All students will wear the KCKCC PTA program polo with appropriate pants, stockings and shoes on the **first day** of the clinical experience. Students are to wear the program-issued nametag at all times unless instructed otherwise by the clinical facility.

Appropriate program attire includes:

- Khaki, navy or black pants higher than the iliac crests with no underclothing exposed. Scrubs may be worn if approved by clinical site.
- Button-down shirt or polo that is long enough to cover the midriff with arms raised above the head.
- Clean, closed-toe shoes with no heel. Proper stockings.
- No dangling earrings. Wearing of jewelry is discouraged due to the risk of loss and patient safety.
- No visible body piercing with exception of ear lobes. Examples of prohibited body piercing include, but are not limited to, eyelid, lips, nose and tongue.
- Tattoos must be covered. Student must refer to clinic policies for more information.
- Nails must be short and well-manicured. No artificial nails as they may harbor harmful bacteria.
- Hair longer than shoulder length should be tied back.
- Use of fragrances should be avoided.

Grading for Clinical Assignments

All clinical experiences will be Pass/Fail.

For off-site clinical experiences, clinical instructors are encouraged to provide constructive and timely feedback in an on-going manner, facilitate self-assessment by the student, and make the formal evaluation process a constructive learning opportunity. The PTA program utilizes the web-based PTA Clinical Internship Evaluation Tool (CIET) and each terminal internship requires a formal mid-term and final evaluation. All students will be trained on the PTA CIET prior to CSIV.

In order to pass the clinical experience, a student must achieve the following:

Clinical Skills III:

1. Rated at 'Entry Level' on professionalism items (safety, clinical behaviors, accountability, communication) by clinical instructor
2. Completed the skills on the CSIII Checklist
3. Completed all assignments on Blackboard
4. Attend and participate in the CSIII classroom day

Clinical Skills IV:

1. Student will be rated Always on Safety, Professional Ethics, and Initiative
2. Student will be rated at least Most of the Time on Communication Skills with comments indicating areas of improvement for communication.
3. Student will be rated At that Level for Familiar Patients for 100% of the Patient Management categories and At that Level for all Patients for at least 50% of the Patient Management categories
4. Student will complete the skills checklist and obtain CI signature
5. Student will be able to treat 70% of an entry-level PTA caseload by the last day.
6. Complete research paper/presentation, mock interview and all Blackboard modules

Clinical Skills V:

1. Student will be rated Always on Safety, Professional Ethics, Communication Skills and Initiative.
2. Student will be rated At that Level for Familiar Patients for 100% of the PM categories and At that Level for all Patients for at least 75% of the PM categories.
3. Student will complete the skills checklist and obtain CI signature.
4. Student will be able to treat 80% of an entry-level PTA caseload by the last day.
5. Complete community service requirement and all Blackboard modules.

If the student does not meet the minimum passing criteria, the ACCE will consult with the student, CI and program faculty to develop a remediation plan which may include, but is not limited to, additional didactic coursework or repeating of a clinical experience.

At the completion of each clinical assignment, the student will be responsible for returning the following completed documents to the ACCE by a date posted by the ACCE:

- In-service evaluation for CSIV and CSV
- Student's reflection paper for CSIV and CSV
- Student's evaluation of the clinical experience (via online survey)
- Student's time sheet signed by the CI

10. Alcohol or Drug Use

Some clinical sites require a drug-screening test prior to the clinical affiliation. The cost of drug-screening tests will be covered by the college if completed at the college-affiliated clinic. The student will be responsible for the cost of drug-screening tests if completed outside of the college-affiliated clinic.

If a required or random drug-screening test is failed, the policy of the facility as well as the program will be followed. Program policy states the student will be dismissed from the learning environment for assessment and will automatically fail the clinical. Documentation of the assessment and follow up recommendations must be submitted to the program director. The student will be subject to counseling at his or her own expense.

The student will be allowed to re-take the clinical experience when subsequent tests are negative and the assessment recommendations have been met. If the student is not allowed to return to the facility, the student will be reassigned to another facility. The student may be subjected to further random or follow-up testing at any time. A second offense will result in immediate dismissal from the program.

11. Student Background Checks

Some clinical sites require background checks on students that enter their facility. A release of records will be done prior to Clinical Skills III. Each student will sign the release of information and a criminal background check will be completed by Castlebranch.

SECTION II

CLINICAL SITE INFORMATION

1. GUIDELINES FOR AFFILIATION BETWEEN ACADEMIC PROGRAM AND CLINICAL EDUCATION SITE

A written agreement, in a format acceptable to both parties, exists between each academic program and each clinical center. The signed agreement is kept on file by the ACCE and clinical education site. The written agreement is reviewed by the ACCE each time a student is assigned to that clinical site.

2. GUIDELINES FOR STUDENT SUPERVISION DURING CLINICAL INTERNSHIPS

PTA students are required to work under the direct supervision of their clinical instructors for the duration of his/her internship. More specific guidelines are determined by third-party payors and can vary significantly. For the most updated information on student supervision requirements by third-party payors, it is recommended the clinical instructor contact their facility supervisor or the ACCE.

3. ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE) RESPONSIBILITIES FOR CLINICAL EDUCATION

From APTA Guidelines

A. Communication

The ACCE is the primary contact between KCKCC and affiliated clinical education sites. He/She manages communication with the Center Coordinators of Clinical Education (CCCE), Clinical Instructors (CI), and students, providing guidance and support as required to problem solve and discuss pertinent clinical education issues.

B. Clinical Education Program planning, implementation and assessment.

The ACCE must perform academic and administrative responsibilities consistent with the Commission on Accreditation in Physical Therapy Education (CAPTE), federal/state regulations, institutional policy, and practice setting requirements.

C. Clinical Site Development

The ACCE must develop criteria and procedures for clinical site selection, utilization and assessment. He/she must maintain an adequate number of clinical education sites to meet the educational needs of the students and the academic program.

D. Clinical Faculty Development

The ACCE collaborates with clinical faculty to promote, coordinate, plan and provide clinical faculty development opportunities. He/she must maintain knowledge of current trends in healthcare and its effect on clinical education. The ACCE should encourage clinical faculty to participate in continuing education opportunities addressing clinical education.

4. CENTER COORDINATORS OF CLINICAL EDUCATION (CCCE) RESPONSIBILITIES FOR CLINICAL EDUCATION

From APTA Guidelines

A. Communication

The CCCE is the primary contact between the clinic and academic institution. He/she performs administrative functions between the academic institution and clinical education site including, but not limited to, completion of clinical site information forms (CSIF), clinical education agreements, student placement forms and policy and procedure manuals. The CCCE provides consultation to the CI in the evaluation process of student clinicals. He/she communicates with the ACCE regarding clinical education planning, evaluation and CI development.

B. Supervision and Evaluation of Clinical Instructors

The CCCE serves as a resource to both the CI and the student. He/she assists in planning and problem solving with the CI to enhance the clinical learning experience. The CCCE provides feedback to CIs on their performance and assists in goal setting. For student remedial activities, the CCCE participates in the development of an evaluation plan to specifically document progress.

5. CLINICAL FACILITY RESPONSIBILITIES FOR CLINICAL EDUCATION

From APTA Guidelines

- A. Provide a helpful and supportive environment for the PTA student.
- B. Offer an orientation to the facility on student's first day.
 - 1. General staff and department information
 - 2. Hospital and department rules and regulations
 - 3. Tour and/or map of facility
 - 4. Student responsibilities and clinic expectations
 - 5. Schedule verification for student
 - 6. In-service programs, rounds, conferences available to student
 - 7. Copies of forms used
 - 8. Information on special equipment used at facility
- C. Provide effective role models for problem solving, communication and teamwork.
- D. Demonstrate high morale and harmonious working relationships.
- E. Adhere to all ethical codes and legal statutes and standards.
- F. Be sensitive to individual differences.
- G. Use evidence to support clinical practice.
- H. Identify to whom the student is responsible and accountable.
- I. Ensure patients are informed when students are involved in patient care.

American Physical Therapy Association. *PTA Student Evaluation: Clinical Experience and Instruction*. Alexandria, VA: American Physical Therapy Association; 2003: p.5.

In the event of accidental injury or illness to KCKCC students or faculty: According to the clinical affiliation agreement, it is the responsibility of the clinical facility to arrange for immediate emergency care when such students or faculty are authorized to be present at the facility. The facility, however, is not responsible for costs involved and cannot be held liable. The PTA program should be notified immediately of any illness or injury.

CLINICAL INSTRUCTOR REQUIREMENTS FOR CLINICAL EDUCATION

The KCKCC PTA program recognizes that individuals selected to serve as clinical instructors are integral to the preparation of successful physical therapist assistants. To this end, the program's expectation is that clinical instructors be selected that meet the following qualifications:

- 1. Current licensure or certification
- 2. At least one year of experience in the current setting
- 3. Possess a desire to work with students
- 4. Serve as a positive role model regarding safe and ethical practice
- 5. Understand and practice a successful PT-PTA relationship
- 6. Desire to be a life-long learner

CLINICAL INSTRUCTOR RESPONSIBILITIES IN CLINICAL EDUCATION From APTA Guidelines

1. Clinical Instructor (CI) is familiar with academic program's objectives and expectations for specific clinical experience.
2. CI's objectives for learning experience is clearly communicated.
3. CI gives opportunity for student input for learning experience.
4. CI provides constructive and timely feedback on student performance.
5. CI demonstrates skill in active listening.
6. CI provides clear and concise communication in an open and non-threatening manner.
7. CI teaches in an interactive manner that encourages problem solving.
8. CI is accessible to student when needed.
9. CI clearly explains student responsibilities.
10. CI provides student with responsibilities clearly within student's scope of knowledge/skills.
11. CI facilitates patient-therapist and therapist-student relationships.
12. CI provides ample time to discuss patient/client interventions.
13. CI serves as positive role model in physical therapy practice.
14. CI skillfully uses clinical environment for planned and unplanned learning experiences.
15. CI integrates knowledge of various learning styles into student clinical teaching.
16. CI makes formal evaluation process constructive.
17. CI encourages student to self-assess.
18. CI will inform patients when student is involved in care. Students are required to identify themselves as a physical therapist assistant student/intern, and should obtain consent for treatment from the patient. Patients may decline to receive care from a student participating in the clinical education program by informing either the student or the CI.

American Physical Therapy Association. *PTA Student Evaluation: Clinical Experience and Instruction*. Alexandria, VA: American Physical Therapy Association; 2003: p.7.

Clinical instructors and clinical facilities are evaluated by each student at the end of each affiliation. Feedback from student assessment of the clinical instructor and facility will be shared with the clinical facility for purposes of the clinical program and clinical faculty development. If student assessment shows deficits in an area, the ACCE will contact CCCE to discuss changes for future internships.

Clinical instructors who receive consistent positive feedback will be invited to participate as guest lecturers as appropriate. Negative feedback will be treated as follows:

1. The first report: the ACCE will record in facility file. Contact will be made at the discretion of the ACCE based upon the findings of the report.
2. The second report: the ACCE will follow up with the CCCE/CI for discussion and recommendations.
3. Upon the third consecutive report: the CI will not be utilized in the future until remedial measures as suggested by the educational program in cooperation with the clinical site are completed.

6. ASSESSMENT TOOLS FOR CLINICAL EDUCATION PROGRAM

The PTA Program assesses various aspects of the clinical education program. These include the program curriculum and faculty, ACCE, students, CCCE, Clinical Instructor and Clinical Facility. The program is assessed by the clinical site, by the students with various assessments, employer surveys, student grades and national board examination results. The ACCE will be evaluated by the students, program coordinator/Dean of Allied Health, CCCE/CI. The students are evaluated by their performance in the classroom and clinical

settings. The Clinical Instructor will be assessed by the CCCE, by self-assessment, by the students and by the ACCE. The clinical facility will be evaluated by the students, self-assessments and by the ACCE.

7. COMPLAINT PROCESS FOR CLINICAL FACULTY, PATIENTS, EMPLOYERS AND PUBLIC

Clinical Instructors, employees of affiliating clinical facilities, patients, employers and the public are encouraged to discuss any issues regarding the PTA Program with the PTA Program Director. However, if the individual has done so and/ or is not comfortable doing so, then a formal mechanism is in place as noted below:

The clinician or employees of affiliating clinical facilities, patients, employers and the public can go directly to the office of the PTA Program Director to fill out a written complaint form. If so desired, an appointment may be scheduled with the Program Director to further discuss the complaint. In the event any of the above noted individuals are not comfortable with the above method, then they may fill out a written complaint form in the Office of the Dean of Health Professions. The Office of the Dean of Health Professions will forward a copy of the complaint to the Program Director. If so desired, an appointment may be scheduled with the Dean of Health Professions to further discuss the complaint. Complaints will be addressed within 5 to 10 business days from the date on which the complaint was filed.

SECTION III

CLINICAL EDUCATION

FORMS

CURRICULUM SEQUENCE FOR KCKCC PTA PROGRAM

First Semester (Pre-requisite courses)

BIOL 0143	Human Anatomy and Physiology (A&P)
MATH 0104	Intermediate College Algebra
ENGL 0101	Composition I
PSYC 0101	Psychology

Second Semester

PHTR 0170	Fundamentals of Treatment Procedures
PHTR 0165	Clinical Skills I (in-house)
PHTR 0160	Musculoskeletal I (lower extremity anatomy, pathologies, interventions)

Third Semester

PHTR 0250	Musculoskeletal II (upper extremity anatomy, pathologies, interventions)
PHTR 0230	Musculoskeletal III (spine anatomy, pathologies, interventions)
PSYC 0203	Human Development
PHTR 0180	Clinical Skills II (in-house)

Fourth Semester

PHTR 0195	Clinical Skills III (2 weeks)
PHTR 0275	Neuromuscular Rehabilitation
SPCH 0151	Public Speaking
PHTR 0220	Pathophysiology for Rehabilitation

Fifth Semester

PHTR 0240	Clinical Skills IV (7 weeks)
PHTR 0245	Clinical Skills V (7 weeks)

KCKCC PTA Clinical Site Orientation

The following are suggested orientation topics for each clinical affiliation. Please feel free to include other information related to your specific site.

- Department tour and introduction to staff
- Location of restrooms, lockers, cafeteria, storage of personal belongings, etc.
- Break times, lunch periods, work hours, etc.
- Emergency procedures, fire alarms, codes, etc.
- Safety precautions, accident prevention, etc.
- Policy regarding personal phone calls and cell phone use
- Dress code
- Department meetings, availability for conference times during working hours, etc.
- Where to park and any rules related to parking
- Review of evaluation tool (CI and student)
- Review of student profile (CI and student)
- Policies and procedures specific to facility

KCKCC PTA Student Profile

STUDENT: _____

What are your strengths entering this clinical experience?

What are your greatest areas for improvement entering this clinical experience?

What are your expectations entering this clinical experience?

Please include what strategies help you learn best and any information you feel would benefit your clinical instructor.

Contact info:

Address _____

Phone: _____

Emergency contact name/number: _____

Do you have any hobbies or interests you'd like to share with your Clinical Instructor?

KCKCC PTA Student Time Record

Clinical Skills

STUDENT: _____

FACILITY: _____

DAY	DATE	TIME IN	TIME OUT	ABSENT (reason)	TOTAL HOURS
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

KCKCC PTA Student Evaluation of Clinical Experience

*completed by students via survey monkey

Rating scale

1 = Unacceptable

2 = Poor

3 = Fair

4 = Good

5 = Excellent

NA = Not applicable

INDICATOR	RATING					
Orientation to the facility was appropriate and effective	1	2	3	4	5	NA
Supervision from CI was appropriate for my training/skill level	1	2	3	4	5	NA
Instruction from CI was appropriate for my training/skill level	1	2	3	4	5	NA
CI encouraged use of problem solving and critical thinking skills	1	2	3	4	5	NA
CI was open to questions &/or feedback from the student	1	2	3	4	5	NA
CI served as a role model for professional behavior	1	2	3	4	5	NA
Objectives, assignments and expectations were clearly defined	1	2	3	4	5	NA
Affiliation provided a variety of learning experiences/patient load	1	2	3	4	5	NA
Caseload of patients was adequate for the level of the affiliation	1	2	3	4	5	NA
Feedback from the CI/facility was constructive and timely	1	2	3	4	5	NA
Adequate time and place for communication with CI was available	1	2	3	4	5	NA
Resources were available for reading or additional learning	1	2	3	4	5	NA
Adequate opportunity to interact with or observe other health care professionals	1	2	3	4	5	NA
Facility and working conditions were conducive to learning	1	2	3	4	5	NA
Midterm &/or final evaluation(s) were valuable to my learning	1	2	3	4	5	NA
I would recommend this facility to other students	1	2	3	4	5	NA
I would recommend this clinical instructor to other students	1	2	3	4	5	NA

KCKCC PTA Inservice Evaluation Clinical Skills IV/V

Speaker: _____ Date: _____

Topic: _____

Evaluator: _____

	<i>Strongly Disagree</i>				<i>Strongly Agree</i>
Speaker was well prepared and organized; Provided handouts to audience or utilized visual aids	1	2	3	4	5
Content was well researched and information was current	1	2	3	4	5
Presentation followed a logical sequence	1	2	3	4	5
Presented in a confident manner	1	2	3	4	5
Material was presented, not read	1	2	3	4	5
Able to answer questions presented by audience	1	2	3	4	5
Overall impression of presentation	1	2	3	4	5