

Navarro College  
Physical Therapist Assistant Program



Clinical Handbook  
2021-2022

## **PTA FACULTY AND STAFF**

### **Sarah Austin, PT, MPT**

Sarah is the director for the PTA Program and a professor for the PTA Program on the Midlothian campus of Navarro College. She graduated in 2002 from The University of Oklahoma Physical Therapy program with a Master's in Physical Therapy. She is also currently enrolled at A.T. Still University, diligently working on her Doctor of Science degree. She has practiced and continues to practice in a variety of treatment settings, including home health pediatrics, hospital pediatrics, outpatient rehabilitation, and in various school settings. Sarah is involved with supervision of physical therapist assistants on a constant basis. Sarah has also owned a home health company focusing on pediatrics, working side by side with therapists of other disciplines, physicians, nurses, and other health care personnel.

### **Lisa Rigsby, PT**

Lisa is an associate professor for the PTA Program on the Midlothian campus of Navarro College. She graduated in 1999 from The University of Texas Southwestern Medical Center Physical Therapy program with a Bachelor's in Physical Therapy. She is also currently enrolled at Texas Tech University, diligently working on her tDPT and Doctor of Science degree. She has practiced and continues to practice in home health with focus on geriatrics. Lisa has worked in a variety of treatment settings, including rehabilitation director for 6 years in a busy orthopedic outpatient business with 3 satellite facilities, functioned as therapy director for home health agency, and has worked in various acute hospital and inpatient rehabilitation and outpatient settings. She also has experience in ergonomic design for companies and home modification training, has advised employees and staff in work safety and injury prevention in a local warehouse business. Lisa has also owned a home health contracting company, teaching and directing physical therapist and physical therapist assistants, and supporting disciplines of speech and occupational therapies.

### **Teresa O'Neil, PTA**

Terri is a full-time faculty member for Navarro College PTA program. She graduated with her AAS degree in PTA in 1994 and has been working in the field of physical therapy continuously. She has expansive knowledge in a variety of settings, with emphasis on the geriatric population. She also has significant clinical experience working as a consultant and training other clinicians in the correct use of physical modalities. She served as a professor and the Academic Coordinator of Clinical Education for Kaplan College in the PTA Program.

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**Full-time faculty telephones include voicemail, which can be accessed 24 hours a day. Faculty members will make every attempt to return telephone text, phone messages and email messages within 24 hours.**

## **CAMPUS PHONE NUMBERS**

### **EMERGENCY PHONE NUMBERS**

Campus Security Telephone:	(972) 923-6436
Emergency Services (Fire, Medical, Police)	
From a campus phone:	911
Fire Department (Non-Emergency)	(972) 775-7660
Poison Control:	800-222-1222
Police Department (Non-Emergency):	(972) 775-3333

### **IMPORTANT PHONE NUMBERS**

Navarro College Main Campus 3200 West 7th Avenue Corsicana, TX 75110 1-800-NAVARRO	Waxahachie Campus 1900 John Arden Drive Waxahachie, TX 76165 (972) 937-7612
Midlothian Campus 899 Mount Zion Road Midlothian, TX 76065 (972) 775-7200	Mexia Campus 901 North MLK Highway Mexia, TX 76667 (254) 562-3848
Admissions and Records	(903) 875-7700
Residence Life Office	(903) 875-7541
Office of Financial Aid	(903) 875-7362
Navarro College Bookstore	(972) 775-7241
International Student Services	(903) 875-7370
Department of Public Safety	(903) 875-7500
Services for Students with Disabilities	(903) 875-7377
Office of Student Relations	(903) 875-7372
Personal Counseling	(903) 875-7393

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## EQUAL EDUCATIONAL OPPORTUNITY

Navarro College shall comply with existing federal and state laws and regulations where applicable, with respect to the admissions and education of students, with respect to the availability of student loans, grants, scholarships, and job opportunities, and with respect to student programs and activities conducted on premises owned or occupied by the College.

Navarro College shall not discriminate against any person on account of race, color, religion, creed, gender, age, national origin, ancestry, disability, marital status or veteran's status.

## ADA INFORMATION

With a commitment to equal access of facilities, activities, and programs, Navarro College provides reasonable and appropriate accommodations for qualified students with regard to disabilities and with regard to the potential for success as defined in Section 504 of the Amended Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Section 508 of the Rehabilitation Act of 2000, and the ADA of 2009.

Such disabilities include, but are not limited to speech impairments, hearing impairments, visual impairments, learning disabilities, and emotional/psychological disabilities. Students requesting special accommodations must adhere to the following guidelines as per institutional policy set forth by the Navarro College Board of Trustees:

Students should make requests for accommodations ideally at least (4) four weeks prior to the first day of the semester or if returning student at least (2) two weeks before classes begin. It is highly recommended that students allow this sufficient time prior to the first day of class for greater likelihood of academic success that semester. Failure to do so may result in delay or suspension of services. A request for accommodations is considered on an individual basis once a completed application is submitted along **with the most current and complete documentation**. Documentation should include a clinical narrative and/or assessment with a diagnostic statement identifying the disability, the recommended accommodations and/or auxiliary aids currently prescribed or in use, and the functional, relevant, academic impact of the disability. Such documentation should be on letterhead and contain the professional's signature. Navarro College Disability Services reserves the right to request updated documentation for accommodations requested. **Notes on prescription pads will not be accepted.**

### SPECIAL POPULATIONS STUDENTS

Navarro College provides, through the Carl Perkins Career Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in non-traditional occupations, individuals from economically disadvantaged families, and students with limited English proficiency. Students falling in one or more of these categories should contact the Carl Perkins Career Center for details concerning these services.



## ACCREDITATION

The Physical Therapist Assistant Program at Navarro College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at [www.fsbpt.org](http://www.fsbpt.org). Commission on Accreditation in Physical Therapy Education: American Physical Therapy Association 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; (703) 684-APTA (2782); (800) 999-2782 (703) 684-7343 (fax); [www.capteonline.org](http://www.capteonline.org)

## CONTEXT OF THE INSTITUTION

Navarro College is a two-year accredited, state-supported, community college with four distinct campuses in Corsicana, Waxahachie, Midlothian, and Mexia. Navarro has a long history of service to the community and is committed to creating a learning environment that is accessible, affordable, responsive, and innovative.

The mission of Navarro College is to provide educational opportunities that empower students to achieve their personal, academic, and career goals and that promote life-long learning for all communities served.

Navarro College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30003-497; <http://www.sacscoc.org>; or call 404-679-4500 for questions about the accreditation of Navarro College.

## DEFINITIONS OF ACRONYMS WITHIN CLINICAL HANDBOOK

Physical Therapist Assistant (PTA) - Clinicians who provide physical therapy services under the direction and supervision of a physical therapist. A PTA must complete a two-year associate degree and be licensed, certified, or registered in most states.

Academic Coordinator of Clinical Education (ACCE) - The individual at Navarro College who plans, assigns, and evaluates the clinical courses in the clinical portion of the PTA Program.

Center Coordinator for Clinical Education (CCCE) - The individual, at each clinical education site, who coordinates and arranges the clinical education of students. This person may or may not be a physical therapist. The CCCE is responsible for coordination of clinical assignments between the facility and Navarro College. All correspondence between student and the clinical facility should be directed to the CCCE.

Clinical Site - Healthcare facilities who are affiliated clinics to Navarro College that provide clinical experiences for the students of the PTA Program.

Clinical Instructor (CI) - The person at the clinical site who is responsible for the direct supervision of the student. This may or may not be the CCCE.

PTA MACS (Physical Therapist Assistant Manual for Assessment of Clinical Skills) - The assessment tool currently used within our curriculum. The PTA MACS was developed and copyrighted by The Texas Consortium of PTA Educators.

Student Evaluation of Clinical Education Experience (SECEE) – The evaluation form that the student completes, prior to finishing the clinical rotation, describing the clinical education site and clinical instructor experience.

Clinical Site Information Form (CSIF) - The primary purpose of the Clinical Site Information Form (CSIF) is for Physical Therapist Assistant (PTA) academic programs to collect information from clinical education sites to:

- Facilitate clinical site selection,
- Assist in student placements,
- Assess the learning experiences and clinical practice opportunities available to students; and
- Provide assistance with completion of documentation required for accreditation.

## **NAVARRO COLLEGE PTA MISSION AND PHILOSOPHY**

### **PROGRAM OVERVIEW**

The two-year, 66-hour curriculum in physical therapy leads to an Associate of Applied Science Degree (A.A.S. PTA). The program helps prepare the graduate to take the national certification examination provided by the Federation of State Board of Physical Therapy (FSBPT) to become a Physical Therapist Assistant (PTA). Graduates must also meet licensure requirements as mandated by the Texas Board of Physical Therapy Examiners (TBPTE) or the state in which licensure is sought. The PTA curriculum includes on-campus coursework and clinical experiences in traditional and non-traditional physical therapy settings.

Through visionary leadership and contemporary teaching, Navarro College Physical Therapist Assistant Program provides students the technical skills necessary to provide evidenced based care and leadership within their communities and practices while maintaining high ethical standards and professional behaviors of a physical therapist assistant under the supervision of the physical therapist.

### **PTA PROGRAM PHILOSOPHY**

Navarro College provides students with entry level practice knowledge and skill sets in physical therapy, necessary to improve an individual's optimum quality of life through health promotion, prevention of disabilities and rehabilitation regardless of the disability. Navarro College seeks to educate students to be compassionate and live out the basic moral principle of "Do No Harm" when interacting with clients, other health care professionals or their communities. The Navarro College PTA Program believes in providing lifelong learning experiences to each student regardless of cultural or social background, personal life choices, health status, age, or personal challenges. These learning experiences will aid in fostering the development of advanced critical thinkers and practitioners in the field of physical therapy. Navarro College seeks to develop partnerships with clinical faculty to foster development of the entry level graduate. Navarro College also seeks clinical environments that practice evidence-based principles and treatment that will enhance the knowledge and professional expectations of the physical therapist assistant student. The Navarro College PTA Program believes that, while a physical therapist assistant works under the supervision of a physical therapist, a physical therapist assistant is also an extension of a physical therapist and a vital member of a health care team. The Navarro College Physical Therapist Assistant Program was designed and established to meet the needs of the surrounding underserved rural and urban communities.

### **PTA CLINICAL EDUCATION PHILOSOPHY**

The clinical experience is a crucial part of the preparation of the PTA. Our purpose is to provide multiple high-quality educational experiences to each student to prepare them for the different settings within the healthcare field. The Navarro College PTA Program believes that the clinical experiences should provide the student with the opportunity to carry out professional responsibilities under supervision of the physical therapist and provide role modeling.

The Navarro College PTA Program's clinical education opportunities provides the student with the "hands-on" experience in delivering physical therapy services, allowing them the opportunity to test and integrate the principles and concepts learned during academic preparation. Clinical education for the PTA student is divided into three clinical rotations. The first clinical is integrated within the fourth semester and is designed to be a hands-on clinical approach, introducing the student to implementation, modification, and participation in the discharge planning of the PT POC. In the final two full time clinical rotations,

students will apply skills at a higher level of performance and responsibility. Critical thinking and clinical problem-solving skills will be refined through client interventions and independent patient management. The clinical education sites assigned to students reflect a diverse population and service delivery model in both traditional and emerging/nontraditional practice settings. Upon completion of clinical rotations, the student is expected to be at entry-level competency.

The PTA Program is responsible for ensuring that an affiliated clinical site meets all policies, procedures, and applicable regulations of Navarro College, the Health Professions Division, the PTA Program, and CAPTE standards. The Navarro College PTA Program is responsible for the assignment of students to any level of clinical education, and for providing the student with adequate instruction to perform the duties of a PTA. The program is also responsible for determining student competency and safety in the skills stated in the clinical course objectives before placement in clinical rotations. Contact with the affiliated clinical site is through the PTA Program prior to student acceptance into the clinical rotation.

## **NAVARRO COLLEGE PTA GOALS AND PROGRAM LEARNING OUTCOMES**

### **GOALS**

1. The program will provide exceptional educational experiences that reflect contemporary practice.
2. The faculty will provide contemporary curricula that reflects current practice models.
3. Graduates will achieve an effective transition from student to entry level professional member of the health care team.
4. Graduates will demonstrate behaviors congruent with the high ethical standards as established by the Standards of Ethical Conduct for the Physical Therapist Assistant and the Guide for Conduct of the Physical Therapist Assistant.

### **PROGRAM LEARNING OUTCOMES**

1. Graduates will practice the principles of ethics, values, and responsibilities consistent with the ethos of the profession.
2. Graduates will demonstrate contemporary patient/client management strategies.
3. Graduates will effectively manage the plan of care under the supervision of the PT and within the scope of practice.
4. Graduates will demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5. Graduates will demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures.
6. Graduates will effectively participate in the health care environment.
7. Graduates will assume responsibility for appropriate management of the practice setting.

## **CURRICULUM**

### **CURRICULUM DESIGN**

The Physical Therapist Assistant (PTA) Program at Navarro College is an integrated two-year program, consisting of five semesters (including prerequisite course work). The coursework and clinical rotations are structured in an organized sequence to build upon foundational content. The curriculum design of the Navarro College PTA Program utilizes a hybrid model, transitioning from a traditional model approach to a case-based model approach in the latter part of the program. The content of the program curriculum is presented in a logical and structured format, ensuring that foundational skills are taught and learned prior

to progressing into higher critical thinking tasks. The PTA program is designed to integrate student growth through clinical experiences that are appropriate for the student's knowledge base and skill set, at that time in the curriculum. The integration of clinical coursework begins in the fourth semester of the PTA Program, after students have mastered introductory coursework.

**ASSOCIATE IN APPLIED SCIENCE DEGREE: PHYSICAL THERAPIST ASSISTANT**

<b>PREREQUISITES</b>		<b>Lec Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
MATH 1342	Elementary Statistics	3	0	3
BIOL 2401	Anatomy and Physiology I	3	3	4
BIOL 2402	Anatomy and Physiology II	3	3	4
ENGL 1301	Composition I	3	1	3
<b>Prerequisites Total</b>				<b>14</b>
<b>FIRST YEAR</b>				
<b>First Semester</b>				
PTHA 1409	Introduction to Physical Therapy	2	4	4
PTHA 1413	Functional Anatomy	2	4	4
PTHA 1321	Pathophysiology for PTA	3	0	3
PSYC 2314	Lifespan Growth and Development	3	0	3
PTHA 1325	Communications in Healthcare	3	0	3
<b>First Semester Total</b>				<b>17</b>
<b>Second Semester</b>				
PTHA 1431	Physical Agents	3	4	4
PTHA 2301	Essentials of Data Collection	2	4	3
PTHA 2205	Neurology	2	0	2
PTHA 2409	Therapeutic Exercise	3	4	4
PHIL 1301 or 2306	Intro to Philosophy or Intro to Ethics	3	0	3
<b>Second Semester Total</b>				<b>16</b>
<b>SECOND YEAR</b>				
<b>First Semester</b>				
PTHA 2431	Management of Neurological Disorders	3	4	4
PTHA 2535	Rehabilitation Techniques	3	6	5
PTHA 1260	PTA Clinical I	0	0	2
<b>Third Semester Total</b>				<b>11</b>
<b>Second Semester</b>				
PTHA 2360	PTA Clinical II	0	0	3
PTHA 2366	PTA Practicum	0	0	3
PTHA 2239	Professional Issues	2	0	2
<b>Fourth Semester Total</b>				<b>8</b>
<b>DEGREE PLAN TOTAL</b>				<b>66</b>

## **PROGRAM CURRICULUM**

The Navarro College Physical Therapist Assistant curriculum and clinical education is designed to progressively build upon foundational skills to more critical thinking scenarios, with increasing clinical hours beginning in the fourth semester through the completion of the program. The courses listed below must be taken in sequence. The inability to maintain a "C" average of 75%, or better, in any PTHA course, will result in dismissal from the program.

In addition to the required core courses listed below, the student must also complete the additional credit hours of all support courses to fulfill the requirements for the Associate of Applied Science degree with a "C" or better. Upon completion of PTA curriculum, the students will be awarded an Associate of Applied Science Degree in Physical Therapist Assistant and are eligible to take the national board examination to attain licensure as Physical Therapist Assistants.

## **PROGRAM COURSE DESCRIPTIONS**

**PTHA 1409 – Introduction to Physical Therapy** 2 lec/4 lab (4 Cr.) This course will provide an introduction to the profession of physical therapy and the role of the physical therapist assistant. Prerequisite: Anatomy and Physiology I and II or equivalent; admission to program. Co-requisites: PTHA 1413, PTHA 1321, PTHA 1325. (2 hours lec/ 4 hours lab/week).

**PTHA 1413 – Functional Anatomy** 2 lec/4 lab (4 Cr.) Study of the relationship of the musculoskeletal and neuromuscular systems to normal and abnormal movement. Prerequisite: Anatomy and Physiology I and II or equivalent; admission to program. Co-requisites: PTHA 1409, PTHA 1321, PTHA 1325. (2 hours lec/ 4 hours lab/week).

**PTHA 1321 – Pathophysiology for PTA** 3 lec/0 lab (3 Cr.) Study of the pathophysiology of diseases/conditions encountered in physical therapy. Prerequisite: Anatomy and Physiology I and II or equivalent; admission to program. Co-requisites: PTHA 1409, PTHA 1413, PHTA 1325. (3hours lec/0 hours lab/week).

**PTHA 1325 – Communication in Health Care** 3 lec/0 lab (3 Cr.) Communication theories and principles for optimal delivery of health care. Prerequisite: Anatomy and Physiology I and II or equivalent; admission to program. Co-requisites: PTHA 1409, PTHA 1321, PTHA 1413. (3 hours lec/0 hours lab/week)

**PTHA 2409 – Therapeutic Exercise** 3 lec/4 lab (4 Cr.) Explores concepts, principles, and application of techniques related to therapeutic exercise and functional training. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325. Co-requisites: PTHA 1431, PTHA 2205, PTHA 2301(3 hours lec/4 lab hours/week).

**PTHA 1431 – Physical Agents** 3 lec/4 lab (4 Cr.) Study of the biophysical principles, physiological effects, efficacy, and application of physical agents. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325. Co-requisites: PTHA 2409, PTHA 2205, PTHA 2301 (3 hours lec/4 lab hours/week).

**PTHA 2205 – Neurology** 2 lec/0 lab (2 Cr.) The relationship of neuroanatomy and neurophysiology as it relates to neurological conditions. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325. Co-requisites: PTHA 2409, PTHA 1431, PTHA 2301 (2 lec hours/week).

**PTHA 2301 – Essentials of Data Collection** 2 lec/3 lab (3 Cr.) This course identifies data collection techniques used to assist in patient/client management. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325. Co-requisites: PTHA 2409, PTHA 1431, PTHA 2205. (2 lec hours/3 lab hours, week).

**PTHA 2431 – Management of Neurological Disorders** 3 lec/4 lab (4 Cr.) Comprehensive rehabilitation techniques of selected neurological disorders. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2409, PTHA 1431, PTHA 2205, PTHA 2301. Co-requisites: PTHA 2435, PTHA 1260. (3 lec/4 lab hours/week)

**PTHA 2535 – Rehabilitation Techniques** 3 lec/6 lab (5 Cr.) Instruction in comprehensive rehabilitation of selected diseases and disorders. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2409, PTHA 1431, PTHA 2205, PTHA 2301. Co-requisites: PTHA 2431, PTHA 1260. (3 lec/6 lab hours/week).

**PTHA 1260 PTA Clinical I** 2 lec/0 lab (2 Cr.) This course is a health-related work-based learning experience that enables the student to apply specialized physical therapy theory, skills, and concepts in various settings. Direct supervision is provided by the clinical professional. The clinical experience is designed to reinforce topics and experiences that occurred during lectures and labs. Upon successful completion of this course, the student will earn two (2) credit hours. Prerequisites: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2409, PTHA 1431, PTHA 2301, PTHA 2205, Co-requisites: PTHA 2431, PTHA 2435 (0 lec/0 lab/24 ext hours per week for six weeks, totaling 144 hours).

**PTHA 2239 Professional Issues** 2 lec/0 lab (2 Cr.) Discussion on professional issues and behaviors related to clinical practice; preparation for transition into the workforce including preparation for licensure, employment, and professional development; identification of legal, ethical, and professional behaviors. (2 lec hours/week). Prerequisites: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2205, PTHA 2409, PTHA 2301, PTHA 1431, PTHA 2431, PTHA 2435, PTHA 1260. Co-requisites: PTHA 2360.

**PTHA 2360 PTA Clinical II** 3 lec/0 lab (3 Cr.) This clinical is a full time, five (5) weeks clinical that provides practical, general workplace training supported by an individualized learning plan developed by the employer, college and student. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Upon successful completion of the course, the student will earn three (3) credit hours. (0 lec/0 lab/ 32 ext hours per week, totaling 192 hours). Prerequisites: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2205, PTHA 2409, PTHA 2301, PTHA 1431, PTHA 2431, PTHA 2435, PTHA 1260. Co-requisites: PTHA 2239.

**PTHA 2366 PTA Practicum** 3 lec/0 lab (3 Cr.) This practicum is a full time, nine (9) week clinical rotation that provides practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. The student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among

political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. Upon successful completion of the course, the student will earn three (3) credit hours. Prerequisites: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 1325, PTHA 2205, PTHA 2409, PTHA 2301, PTHA 1431, PTHA 2431, PTHA 2435, PTHA 1260, PTHA 2360, and PTHA 2239 (0 lec/0 lab/ 40 ext hours per week, totaling 360 hours).

## **CLINICAL PLACEMENTS**

The clinical program is designed to be integrated fully into the curriculum design of the program. Learning is a cycle that requires reinforcement of concepts through “hands-on” delivery methods. The clinical program is the link between a concept and its application to practice. Curricular threads are identified each semester for emphasis in each clinical. These threads are interwoven between lectures, laboratories, clinical experiences, and seminars to maximize transfer of learning. Clinical sites are carefully selected based on their ability to address the curricular threads.

Clinical educators are active participants in this process through participation in advisory committee meetings, clinical site visits, opportunities for adjunct teaching and guest lectures, providing electronic feedback via surveys, and through electronic communication, including podcasts, emails, and social networking sites. The program actively recruits former students familiar with the curriculum design to serve as clinical educators, encouraging promotion of the profession through clinical education .

Navarro College offers clinical rotations in conjunction with and as an enhancement to course content. The clinical experience, coursework and behavioral objectives strive to reflect a sequential orientation and move from concrete to conceptual and from simple to more complex learning activities. The following Clinical Rotations I & II and Practicum are linked with complimentary course work:



**COURSES TAKEN PRIOR TO PTHA 1260 CLINICAL I:**

CLASSES:	LEARNING ELEMENTS OF CLASSES:
Introduction of Physical Therapy	<ul style="list-style-type: none"> <li>• CPR/Vital Signs/First Aid</li> <li>• History and Current Issues in PT</li> <li>• Body Mechanics/Gait Training</li> <li>• Positioning and Draping</li> <li>• Body Mechanics and Patient Transfers</li> <li>• Infection Control</li> <li>• Professional Ethics</li> <li>• Role of the PTA in Healthcare</li> <li>• Career Development</li> <li>• Lifelong Learning Skills</li> <li>• Behavior and Conduct of a Healthcare Professional</li> <li>• Measurements of Pain</li> <li>• Use of Adaptive and Assistive Devices</li> <li>• Discharge Planning</li> </ul>
Functional Anatomy	<ul style="list-style-type: none"> <li>• Arthrokinematics</li> <li>• Osteokinematics</li> <li>• Biomechanics and Planes of Motion</li> <li>• Joint Integrity and Mobility</li> <li>• Posture</li> <li>• Gait, Locomotion and Mobility</li> <li>• Range of Motion</li> <li>• Physiology of the Musculoskeletal System</li> <li>• Neurology of the Musculoskeletal System</li> </ul>
Pathophysiology	<ul style="list-style-type: none"> <li>• Cardiovascular Systems</li> <li>• Endocrine and Metabolic Systems</li> <li>• Gastrointestinal System</li> <li>• Genital and Reproductive Systems</li> <li>• Hematologic System</li> <li>• Hepatic and Biliary System</li> <li>• Immune System</li> <li>• Integumentary System</li> <li>• Lymphatic System</li> <li>• Musculoskeletal System</li> <li>• Nervous System</li> <li>• Respiratory System</li> <li>• Renal &amp; Urologic systems</li> </ul>
Communication in Healthcare	<ul style="list-style-type: none"> <li>• Documentation</li> <li>• Billing</li> <li>• Medical Acronyms/Abbreviations</li> <li>• Communication across Cultures</li> <li>• Motivational Interviewing</li> <li>• Conflict Resolution</li> <li>• Grief Cycles</li> <li>• Evidenced Based Practice</li> </ul>
Therapeutic Exercise	<ul style="list-style-type: none"> <li>• Therapeutic Exercises</li> <li>• Manual Therapy Techniques</li> <li>• AROM, AAROM, PROM</li> <li>• Joint Integrity and Mobility</li> </ul>

	<ul style="list-style-type: none"> <li>• Muscle Performance</li> <li>• Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices</li> <li>• Gait, Locomotion and Balance</li> <li>• Home Exercise Programs</li> <li>• Pain</li> <li>• Education of Patients</li> <li>• Ventilation, Respiration and Circulation Examination</li> </ul>
Neurology	<ul style="list-style-type: none"> <li>• Neuroanatomy</li> <li>• Neurophysiology</li> </ul>
Physical Agents	<ul style="list-style-type: none"> <li>• Physical Agents and Mechanical Agents <ul style="list-style-type: none"> <li>○ Thermal Agents</li> <li>○ Ultrasound</li> <li>○ Diathermy</li> <li>○ Electrical Stimulation</li> <li>○ Light/Laser/UV</li> <li>○ Hydrotherapy</li> </ul> </li> </ul>
Essentials of Data Collection	<ul style="list-style-type: none"> <li>• Understanding of the Plan of Care as Developed by the PT</li> <li>• Quality Assurance</li> <li>• Functional Activities measurement tools</li> <li>• Arousal, Mentation and Cognition</li> <li>• Patient Education Implementation</li> <li>• Anthropomorphically Characteristics</li> <li>• Aerobic Capacity and Endurance</li> <li>• Joint Measurement</li> <li>• Muscle Strength</li> <li>• Muscle Length</li> <li>• Joint Integrity and Mobility</li> <li>• Ventilation, Respiration and Circulation</li> <li>• Recognizes Changes in Patient Status and Reports to PT</li> <li>• Participation in Discharge Planning</li> </ul>

**ADDITIONAL COURSES TAKEN PRIOR TO PTHA 2360 CLINICAL II:**

CLASSES:	LEARNING ELEMENTS OF CLASSES:
Management of Neurological Disorders	<ul style="list-style-type: none"> <li>• Therapeutic Activities for Neurological Populations</li> <li>• Functional Training</li> <li>• Neuromotor Development</li> <li>• Handling Techniques</li> <li>• Legal and Ethical Conduct</li> <li>• Understanding of Plan of Care</li> <li>• Integumentary Integrity</li> <li>• Education to Patient and Others</li> <li>• Muscle Performance</li> <li>• Assistive, Adaptive, Orthotic, Supportive and Prosthetic devices</li> <li>• Gait, Locomotion and Balance in the Neurological Populations</li> </ul>
Rehabilitation Techniques	<ul style="list-style-type: none"> <li>• Case Studies and Critical Thinking Skills Involving <b>ALL</b> Aspects of Curriculum Taught in Previous Courses</li> </ul>

	<ul style="list-style-type: none"> <li>• Patient Related Instruction</li> <li>• Implementation of POC</li> <li>• Modification within the POC</li> <li>• Participation in D/C Planning</li> </ul>
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**COURSES TAKEN PRIOR TO PTHA 2366 PRACTICUM:**

CLASSES:	LEARNING ELEMENTS OF CLASSES:
Professional Issues	<ul style="list-style-type: none"> <li>• Ethics and Conduct</li> <li>• PTA Board Review</li> <li>• Laws and Regulations regarding PTA</li> <li>• Lifelong Learning Skills</li> <li>• Advocacy for the PTA Profession</li> <li>• Community Service</li> <li>• Interaction with Other Members of the Healthcare Team</li> <li>• Career Development</li> <li>• Role of the PTA</li> <li>• Scope of Practice</li> <li>• Supervision under the PT</li> </ul>

## CLINICAL LEARNING OUTCOMES

**CLINICAL GOALS**

To achieve the Program goals the clinical education portion of the curriculum has been designed to meet the following outcomes:

- The clinical rotations are sequenced appropriately within the curriculum to expose students to clinical practice at various stages of his/her academic experience.
- The clinical rotations are of appropriate length and duration to allow students the opportunity to integrate acquired academic and classroom knowledge with clinical practice in a supervised setting.
- The clinical rotations provide the variety of student experiences needed to allow students to develop competent and professional skills for use in the clinical environment.

**STUDENT LEARNING OUTCOMES FOR PTHA 1260, PTHA 2360, PTHA 2366**

Upon completion of the Clinical Rotations, while under the direction and supervision by an evaluating Physical Therapist, the student will progress skills from a beginning level to an entry level within the following Program Learning Objectives:

In congruence with Program Learning Objective 1:

1. Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (PTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
2. Perform duties in a manner consistent with APTA's *Values Based Behaviors for the Physical Therapist Assistant* with minimal assistance for guidance in patient experiences prn.

3. Demonstrate communication that is effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers with minimal assistance for guidance in clinical experiences prn.
4. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all work-related activities.
5. Demonstrate application of current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.
6. Demonstrate education to others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel.

In congruence with Program Learning Objective 2:

7. Demonstrate interview with patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change).
8. Demonstrate use of the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.

In congruence with Program Learning Objective 3:

9. Demonstrate communication of an understanding of the plan of care developed by the physical therapist to achieve short- and long-term goals and intended outcomes.
10. Demonstrate review of health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.
11. Demonstrate monitoring and adjustment of interventions in the plan of care in response to patient/client status and clinical indications.
12. Demonstrate reporting of any changes in patient/client status or progress to the supervising physical therapist.
13. Demonstrate determination of when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
14. Demonstrate contribution to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.

In congruence with Program Learning Objective 4:

15. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:
  - a. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices
  - b. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies
  - c. Patient/Client Education

In congruence with Program Learning Objective 5:

16. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) for the following areas:

- a. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise)
  - b. Anthropometrical Characteristics: measurements of height, weight, length and girth.
  - c. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition)
  - d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment.
  - e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility.
  - f. Integumentary Integrity: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue.
  - g. Joint Integrity and Mobility: detect normal and abnormal joint movement.
  - h. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone.
  - i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions.
  - j. Ventilation, Respiration and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics.
17. Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
18. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.

In congruence with Program Learning Objective 6:

- 19. Contribute efforts to increase patient and healthcare provider safety.
- 20. Demonstrate participation in the provision of patient-centered interprofessional collaborative care.
- 21. Demonstrate participation in performance improvement activities (quality assurance).

In congruence with Program Learning Objective 7:

- 22. Describe aspects of organizational planning and operation of the physical therapy service for the current setting with minimal assistance.
- 23. Describe accurate and timely information for billing and payment purposes in the current setting with minimal assistance.

*If a clinical instructor teaches the student a data collection or intervention technique that has not been presented and practiced in the academic setting, the clinical instructor is responsible for determining that the student is safe in applying the procedure to a patient within that clinical setting. The clinical instructor, at all times, retains the ultimate responsibility for patient care.*

*If a student does not have the opportunity to complete one or more of the following skills, communication occurs with the ACCE on week one and the student may or may not have*

*additional experiences arranged to allow demonstration of mastery. Each case will be discussed and determined by the ACCE and faculty.*

## CLINICAL EXPECTATIONS

### PTA CLINICAL EDUCATION EXPECTATIONS FOR STUDENTS

PTA students must satisfactorily complete: Two (2) PTA Clinical Rotations and one (1) PTA Practicum, comprised of 696 contact hours of supervised clinical practice prior to graduation. During these rotations, students will be in clinical affiliations working under the supervision of a licensed PT and/or PTA. The PT or PTA will be the CI assigned to supervise, train, educate, and evaluate the student in the clinic.

Students will be expected to complete at least one (1) inpatient and one (1) outpatient rotation. These rotations will encompass acute, sub-acute and chronic settings where they will be exposed to patients across the life span. Practice patterns may include a combination of musculoskeletal, neuromuscular, integumentary, and cardiopulmonary conditions in these rotations. Final selections are at the discretion of the Academic Coordinator of Clinical Education (ACCE).

During the first clinical rotation students will attend their clinical site three (3) days per week, while completing course work two (2) days per week at the college for six (6) weeks. The days will be determined by the Program Director and faculty. The second clinical rotation will be five (5) days per week for five (5) weeks. The practicum begins one week following the second clinical rotation and will be five (5) days per week for nine (9) weeks.

#### Students must:

- Attend all scheduled clinical hours.
- Arrive at the clinic on time.
- Stay late in the clinic if needed, or if the student's work for that day is not completed.

Many clinical sites are open extended hours. Some clinics open before 8:00 a.m. and/or close after 5:00 p.m. **Students will work the schedule of the CI.** Students must be prepared to attend clinical rotations that have extended hours.

Students must arrange for their own transportation and cover their day care needs so that they may attend out of town clinics and extended hours at clinical sites.

The Health Insurance Portability and Accountability Act (HIPAA) protects patient privacy and became Federal Law in April 2003. Students must know the HIPAA requirements of the facility. Failure to comply could result in fines, penalties, etc., as it is a violation of federal law.

## **CLINICAL SITE SELECTION CRITERIA**

Navarro College PTA Program will utilize the following criteria when considering potential clinical education sites:

Criteria (based on APTA Guidelines and Self-Assessment for Clinical Education)

- Navarro College clinical education program and clinical site demonstrates a compatible philosophy of patient care and clinical education.
- Clinical site provides an active, stimulating learning environment.
- Navarro College clinical education program planning includes academic, student & clinic objectives.
- Clinical site provides quality learning experiences with adequate patient census to provide an educational program.
- Clinical site demonstrates ethical/legal practice and is an equal opportunity employer.
- Clinical site maintains appropriate certifications/licensure when applicable.
- Clinical site staffing levels/experiences are adequate to provide for clinical instruction.
- CCCE and CI have appropriate qualifications or demonstrate the desire to develop appropriate resources/skills.
- Staff development programs, including clinical education, are encouraged, and facilitated by the clinical site.
- Special clinical expertise is available to students.
- Clinical site clearly defines physical therapy personnel roles.
- Clinical site conducts quality assurance programs.
- Physical therapy staff members are active in professional activities.
- Clinical site provides support services to students as needed.

## **CLINICAL INSTRUCTOR RESPONSIBILITIES**

Some facilities will assign a Center Coordinator for Clinical Education (CCCE) while other facilities will assign a Clinical Instructor (CI). Either the CCCE or CI will be the contact between Navarro College and the physical therapy/rehabilitation department.

The Commission on Accreditation in Physical Therapy Education and APTA state that the overall supervision of students must be performed by a PT (clinical supervisor). That therapist must be registered in the State of Texas and have one year of physical therapy work experience.

The exceptions to Texas licensure are:

- PT's working for the Federal Government in Texas who may retain registration in their home state.
- PT's who have recently applied for registration in Texas and who possess licensure in another state.

The supervising therapist is allowed to designate a staff PT or PTA, licensed in Texas, to serve as the CI for the student PTA. The CI is the person responsible for the direct supervision of the student while in the clinical setting. While these individuals are not usually employed by the institution that houses the PTA program, they do agree to certain standards of behavior through contractual arrangements for their services. The CI should meet the following guidelines:

- Possess a current PT license or PTA license/certification in the state in which he/she practices.
- Be interested in developing knowledge and skills to provide clinical teaching.

- Possess the ability to plan, conduct and evaluate a clinical education experience based on sound educational principles.
- Possess the ability to develop written objectives for a variety of learning experiences.
- Demonstrate professional skills acting as a role model for students.
- Demonstrate effective communication skills.
- Demonstrate effective skill in interpersonal relationships.
- Communicate in a timely manner with the CCCE and ACCE as needed.
- Seek assistance/resources as needed to manage issues of clinical education.
- Participate in a multifaceted process for evaluation of the clinical education program.
- Work collaboratively with the physical therapist to supervise physical therapist assistant students (in the case of a PTA).
- Have one-year minimum clinical practice experience
- Must agree to job responsibilities.
- Must be a licensed PT or PTA in Texas

The CIs are encouraged to contact the ACCE (via email, text or phone) at any time before, during, or after student rotations for clarification of specific clinical education issues. When necessary, the ACCE can make site visits to meet in person with the CI, and/or student.

## **RIGHTS OF CLINICAL INSTRUCTORS**

The rights and privileges of the clinical education faculty are specific to the clinical affiliation faculty associated with Navarro College. These rights and privileges are communicated to the clinical education faculty by the ACCE.

Clinical faculties have the right to:

- Provide comments regarding the Program during each supervisory visit for clinical or on any surveys sent to CIs.
- Request the removal of an inappropriate student; Documentation of any inappropriate behavior must be submitted to the ACCE as well as documentation supporting counseling sessions.
- Request the involvement of the ACCE during the counseling sessions and may request that the ACCE be present during the student's clinical hours as an observer.
- Clinical faculty can be involved on the program's Advisory Committees and will be included in the Program review process.

The ACCE has the right to remove the student from a clinical setting that is not providing the student with a learning experience adequate to meet their needs. These conditions may be caused by such causes as lack of staffing, personality differences too great to rectify, a decline in treatment volume which prohibits adequate hands-on experience, there is inappropriate role-modeling of the PTA/PT relationship, or a situation in which the ethics of the PT or PTA have been proven to not be upheld. Such removal will occur only after appropriate discussion between the CCCE and ACCE has taken place.

## **PROGRAM RESPONSIBILITIES FOR CLINICAL EXPERIENCES**

### **CLINICAL INFORMATION**

To maintain program accreditation and verify that the clinical faculty has the expertise necessary for clinical education, the Commission on Education in Physical Therapy requires that the school maintain a copy of the completed "Clinical Site Information Form (CSIF)" on file. In addition, the Clinical Coordinator



of Clinical Education (CCCE) at each facility should provide curriculum vitae at initiation of agreement and when the position is filled with a new director for the file (the suggested format can be procured from the PTA Program's ACCE). *A PASS/FAIL component of the student's grade includes the update to the current clinical affiliation CSIF.*

The above-mentioned forms shall be initiated prior to receiving students on site initially and said forms shall be updated during each clinical affiliation by the student. The ACCE will also interact with the clinical affiliation site, faculty and the Dean of Health Professions in the maintenance of an updated clinical contract which is required before students are placed in the facility. The contract is maintained in the Typhon Data Base.

### **RESPONSIBILITIES OF ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)**

The PTA Program ACCE is responsible for

- Maintaining communication between Navarro College and the Affiliated Clinical Education Site.
- Providing communication with the CCCE/DOR/CI at each education site concerning student, program goals and needs for accreditation compliance, maintenance of clinical education manual, as well as any development needs for CI.
- Facilitating quality learning experiences for students during clinical education.
- Placing, confirming, and supervising students with affiliated clinical site.
- Evaluating each clinical affiliation site through student evaluation forms, on-site visits, and ongoing communications. The ACCE shares this information with both Navarro College and clinical affiliation site upon request.
- Evaluation of student performance through cooperation with clinical and academic staff, to determine the student's ability to integrate didactic and clinical learning for progression within the program.
- Determination of the final grade for each student based on the grading criteria as set forth in the course syllabus and PTA MACS.

Placements will be impacted by what sites are available at that time as well as the student's interest and capabilities. This broad base of exposure will facilitate attainment of the basic skills needed for the daily practice of physical therapy as a Licensed Physical Therapist Assistant. As the student progresses in their clinical rotations, it is expected that they will meet progressively more difficult patients and techniques. The decisions of the PTA faculty regarding practicum placement are final. Any questions or comments should be directed to the ACCE.

When the PTA is the CI for the PTA student, clinical placement will be made where the PT is responsible and accountable for the delivery of physical therapy services, including the delegation and supervision of all patient-related tasks.

## **STUDENT RESPONSIBILITIES FOR CLINICAL EXPERIENCES**

### **CHOOSING CLINICAL AFFILIATION SITES**

Students are given an opportunity to provide input regarding their interest in the second semester before assignments are made. The student will be asked to fill out the Clinical Request Form (in Student Handbook) requiring information as to town of residence, schedule of availability, and/or site preference for facility placement. Placement availability can vary based on geographic location, status of contact between the facility and the College, availability of supervision, and the ability of the student to meet any

site-specific financial or work-related requirements. The student must be prepared to travel up to a distance of approximately 60 miles (one-way) to the healthcare facility in which they are placed. The student's prior experience, interests, and skill levels will be given consideration before practicum assignments are made.

### **DOCUMENTATION AND MANAGEMENT OF CLINICAL HOURS AND PERFORMANCE**

The student is required to give a copy of the objective requirements for the course, on-site midterm conference/call time and [Time Log](#) to the CI on the first day of the rotation. Failure to turn in assignments for the course by due dates results in a FAIL for the course. If a student is unable to attain the information from the CI by the due date, the student must make contact with the ACCE for alternate due date.

Upon completion of the rotation the following must be delivered to the ACCE before the grade will be posted.

- [Pink Sheets: Final Summative Assessment](#)
- [Blue Sheets: Master List](#)
- [Green Sheets: SECEE](#)
- [Updated CSIF](#)
- [Time log](#)
- [Other assignments per course syllabus](#)
- [EBP Inservice \(Practicum only\)](#)

The students of the Navarro College PTA program will receive the necessary clinical education paperwork prior to the start of each clinical. Students will be able to access the necessary clinical education paperwork **via the Canvas website** at any time during their clinical rotations.

### **TYPHON DATABASE**

Each student is required to maintain their updated personal information in the Typhon Database. This information is required by both Navarro College and by the health care and community facilities providing clinical experiences. Failure to have the required information on file and **current** in Typhon may result in student inability to complete clinical and/or class assignments, thus affecting grades negatively or impeding student progression in the PTA Program.

Due dates for the Updated Typhon Attestation are posted on Canvas in the PTHA 1260 and PTHA 2360. Students will be given ample time to complete any required activities, such as the health examinations. The Typhon data base is considered confidential documentation and the student is given a log in with the request to create their own password to access the documents. Students attempting to view the databases of other students will be considered to be engaging in unethical conduct and will be subject to disciplinary action.

Students are required to keep their records up to date at least one month prior to the start of their clinical rotation. The students can access the documents required for the clinical from this data base to present to the clinical site upon request. The Typhon Database will be monitored and updated by the Program per CAPTE standards. It is necessary that the student retain all original copies.

**The student is responsible for maintaining current documents.** If the student fails to provide the ACCE updated documents (included 2 step TB test, CPR certification card, background check etc.) while enrolled in clinical education, the student will not be allowed to continue the rotation at the clinical site until the documents in question are current.

A student who misses clinical days due to failure to provide current Typhon documents may risk failure of the clinical course and withdrawal from the Program.

Requirements for Typhon Database:

*A copy of current*

- immunizations,
- drug screen,
- criminal background check,
- current 12-month 2 step Tb,
- CPR certification,
- physical exam
- liability insurance
- health insurance

## MEDICAL SAFETY GUIDELINES

### LIABILITY INSURANCE

Students will be required to have limited liability insurance for clinical rotations. A fee is included in the Spring semester that covers the liability insurance fee for the student. Payment of this fee to Navarro College secures the limited liability insurance coverage. Students may wish to purchase additional liability insurance. **NOTE: The liability insurance that each student will have does not pay for injuries to the student – only for injuries to the patient. The student is completely responsible for personal medical costs incurred while at clinical sites. If a patient is injured by the student, the limited liability insurance may or may not cover all legal costs.**

### HEALTH INSURANCE

Faculty and students are encouraged to have health insurance and are responsible for their own individual or family insurance policies. Students enrolled in the PTA Program are encouraged to have personal health insurance prior to the start of clinical courses.

### INFECTIOUS DISEASE

While performing PTA responsibilities in the clinical facilities, the student may be exposed to environmental hazards and infectious diseases including, but not limited to, Tuberculosis, Hepatitis B, and HIV. The student understands and assumes the risks involved in the clinical portion of the PTA Program and agrees to abide by the policies and procedures of each facility regarding exposure to infectious diseases and infection control.

### STUDENT PHYSICAL EXAMINATIONS

Each student must undergo a physical health examination by a certified health professional **once admitted into the PTA Program**. Physical examination forms are included in the student handbook. The physical report will be kept on file in the PTA Program files. Please note, the health examination requires the student to read the “Performance Standards” beforehand, and both the student and the health professional must sign the form indicating the ability to perform as described and/or any limitations which may be present. Failure to provide this completed information to the Academic Coordinator of Clinical Education (ACCE) will result in non-placement for clinical and withdrawal from the Program.

## **IMMUNIZATIONS**

All immunizations must be completed prior to application to the PTA Program. See Appendix VII for a complete list of all required immunizations. The responsibility for maintaining current health testing and immunizations, including costs, are the responsibility of the student.

## **CPR**

All students must have current American Heart Association CPR card prior to and throughout all clinical experiences. A copy of such will be kept in the student's file. Students will NOT be allowed to attend clinical training until proof of current CPR card is provided.

## **ACCIDENT OR INJURY REPORTING**

If a student is injured while in the classroom setting, the Program Director must be notified immediately. The Program Director will be responsible for completing all necessary documentation, including the Health Professions Occurrence Report with the assistance of the student and the appropriate instructor.

If a student is injured while in the clinical setting, the Academic Coordinator for Clinical Education (ACCE) must be notified immediately. The ACCE should be given a copy of the facility's incident report and may require that a Health Professions Occurrence Report be completed. The student is responsible for all expenses incurred by the facility rendering medical care. Navarro College and the clinical facility are not responsible for any claims or expenses that result from an action of the student or a patient/client in the clinical setting. The Navarro College PTA Program also reserves the right to require a physician's statement authorizing that the student can safely resume/continue patient/client care at appropriate level of clinical requirements, after an illness or injury. Each case will be considered on an individual basis.

## **STANDARD PRECAUTIONS**

All students will be instructed in blood borne pathogen precautions before entering first clinical rotation. With direct patient care, there is an increased risk of exposure to blood and bodily fluids of individuals with HIV and hepatitis B and C. Because of this reality, it is imperative to consider all patients as potentially infected with blood borne pathogens. The following precautions are to be followed by all of Navarro College PTA Program faculty and students:

1. Gloves must be worn when touching:
  - a. Blood and body fluids
  - b. Mucous membranes
  - c. Non-intact skin
  - d. Handling items or surfaces soiled with blood or body fluids
2. Gloves shall be changed between patients and hand hygiene carried out.
3. Protective eyewear shall be worn when suctioning or at any time droplets of blood or other body fluids might contaminate the eyes of the caregiver.
4. Clinical affiliation's policy will be followed by students and faculty regarding ready access to CPR masks.
5. Any break in skin integrity of the caregiver will be covered by an occlusive/ protective covering.
6. Gloves that are punctured or torn while in use shall be removed as soon as possible. Hand hygiene is to be carried out and new gloves applied to proceed with the task.
7. Laboratory specimens shall be handled with gloves on and labeled appropriately. (Put in plastic bags for transport to the laboratory.)
8. Soiled linens will be put in bags at the bedside and are not to come in contact with the uniform.
9. Gloves shall be used for providing personal care for all patients and while doing any procedure

where contact with blood, or body fluids may be expected (including all times when patient's skin will be punctured i.e. injections).

10. Spills shall be removed with gloved hands and paper towels. Then have housekeeping clean and disinfect the area.

### **DRUG AND SUBSTANCE USE**

Navarro College is a drug and alcohol-free campus. Possession, sale and/or use of any type of illegal drugs, alcohol, or mood-enhancing substance by any person on any property owned, leased, or controlled by Navarro College is strictly forbidden. The Navarro College Department of Public Safety will enforce all federal, state, and local laws concerning underage drinking, drug and mood-enhancing substance violations.

A student found to be in possession or under the influence of any illegal drugs and/or alcohol or mood-enhancing substances on or off campus will be subject to disciplinary action and/or criminal proceedings. Incidents occurring off-campus will be assessed based on the College's Off-Campus Conduct procedures that hold all students to consistent standards defining acceptable forms of student conduct and maintaining civility and safety for the College community.

A student who has been convicted of any federal or state law involving the use, possession, or sale of a controlled substance shall lose their student aid eligibility for a specified period of time if they were receiving federal student aid when the offense occurred. The suspension of eligibility timetable depends on the violation and may resume upon the completion of a Department of Education approved rehabilitation program.

Navarro College offers drug and alcohol abuse screening/counseling programs to students. The College employs experienced and/or licensed professional counselors to assist with drug and alcohol abuse.

Because of the potential for harm, student use of recreational drugs and alcohol in a manner that carries over into the academic or clinical setting is considered unethical behavior. If there is substantial cause to suspect the student is under the influence of alcohol or drugs during classroom or lab education, the student will be escorted to the Navarro College Campus Police Department for interview and actions as appropriate. If a student in a clinical setting is suspected of being under the influence of drugs and/or alcohol, the ACCE or a representative from the PTA Program will be notified immediately. The student's emergency contact listed on the Personal Data Sheet will be notified to drive the student home. The student must follow up with the Navarro College Police Department within 24 hours or they will be immediately dismissed from the program. The student will be dismissed from the education site and will be subject to a drug screen and/or disciplinary action, up to and including dismissal from the PTA Program.

The Navarro College Physical Therapist Assistant Department Program Director reserves the right to institute random drug screens during the PTA student's enrollment in any PTA class, lab, clinical, clinical setting, or College sponsored activity. The student will be responsible for any cost involved in a random or required (by any clinical education facility) drug screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the PTA Program.

The drug screen will be Chain of Custody and will screen for a minimum of the following classifications of drugs: cannabis, opiates, cocaine, amphetamines, benzodiazepines, PCP, and barbiturates. Should a drug screen return to the program as "diluted", the PTA student will retake a second drug test (which may include a hair follicle test) at the Program Director's discretion. Should a drug screen return to the

program as “positive”, the student will be dismissed from the PTA Program immediately. Results of the drug screen will be maintained in the PTA Program Director’s office in a secure location.

### **SMOKING**

The use of any tobacco products or other related devices (e.g., cigarettes, pipes, cigars, electronic cigarettes, vapor devices) is prohibited in college buildings and on college grounds, including parking areas and structures, sidewalks, walkways, and college owned buildings.

The Smoke and Tobacco-free policy is part of the College’s commitment to creating a healthy and sustainable environment for all members of our campus community and is designed to be positive and health directed. Individuals noticing violations of the policy should strive to be non-confrontational and respectful to tobacco users when communicating our policy. Additionally, tobacco users are expected to adhere to the policy and likewise be respectful to ex-tobacco users and non-tobacco users. Enforcement of the policy will be achieved primarily through education, awareness, and a spirit of cooperation. **Smoking is not allowed during field trips or clinical training.**

### **CRIMINAL BACKGROUND CHECK**

The PTA student’s reputation is a valuable personal resource. It can either assist or interfere with education, clinical training, employment opportunities, and financial status.

The student must meet the requirements of the Navarro College Health Professions Division and/or the PTA Program for submitting a criminal history background check. The procedure for the criminal history background check may change based on the needs of the clinical training sites. The cost to the student for criminal history checks may vary based on the requirement of the individual clinical training sites. The PTA Program reserves the right to change the procedure required to complete the background check as well as any additional requirements. A student must acknowledge in writing as part of the application process the role criminal history offenses may present in the student’s ability to progress in the program.

A student who does not have a clear criminal history record is required to meet with the PTA Program Director prior to entry into the PTA Program to discuss the implication of the criminal record on his/her progression in and completion of all requirements of the curriculum. **A felony conviction may affect a graduate’s ability to sit for the FSBPT Licensure Examination or attain state licensure.** Prior to application into the PTA Program, each student will be required to complete a Criminal Background Check and submit the results of Criminal Background Check with the application.

It is the responsibility of the student to inform the PTA Program of any changes in the status of the criminal history after admission to the program within two (2) academic days following any incident resulting in arrest or pending arrest. Failure to do so may result in immediate withdrawal from the PTA Program. If a student is convicted of an offense while enrolled in PTA coursework, the student must notify the PTA Department the next academic school day. For academic courses, the student will abide by the Navarro College Student Behavior policies for continuing in class. The student cannot attend clinical experiences until a determination can be made that the student’s criminal history status is in agreement with the facility guidelines. All information regarding criminal history status will remain confidential.

Clinical training sites, in accordance with the Regulations of the State of Texas and National Accreditation Agencies, require employees, students, and volunteers who work with children, the elderly, or the disabled to have a “clear” criminal history background check. Agencies vary as to what the definition of “clear” means. Students cannot participate in lab or clinical studies involving clients without a “clear”

criminal history background check. The facilities may choose to request national and international criminal history background checks as well. The final decision regarding acceptance of a student for clinical training based on previous criminal history rests with each facility.

Results of the background check will be maintained in the PTA Program Director's office in a secure location.

### **SEXUAL HARASSMENT**

Navarro College will not condone any form of harassment, intimidation, or bullying in the college setting and takes appropriate corrective, disciplinary and remedial action in response to such determined incidents.

Harassment consists of unwelcomed conduct, whether verbal, physical or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, religion, national origin, age, physical or mental condition or disability, veteran status, citizenship status, or other protected group status. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Any student with a concern of this nature should immediately consult the Program Director and follow the student grievance procedures as described in the current Navarro College Student Handbook. Accordingly, any faculty or staff member who feels threatened by similar incidents should follow the grievance procedures outlined in the Navarro College Administrative Policies and Procedures Manual and should report such incidents in a timely manner.

### **HIV STATEMENT**

As part of the Navarro College's stance on preventing discrimination of any kind, administration, faculty, and staff must follow the College's standard on Student Welfare as it pertains to AIDS/HIV. Procedures include the strictest assurance of confidentiality without prior written consent. All referrals will be provided to appropriate and current resources such as those provided through State agencies, including the local area health department or other designated health services programs. Individuals in need of such referrals may directly contact the local area Health Department.

## **AFFILIATION AGREEMENTS WITH CLINICAL FACILITIES**

Written agreements (contracts- see Appendix) between the Navarro College PTA Program and the clinical facilities participating in the clinical education of our students will be current prior to any student placement at that site. Written agreements will be reviewed by the ACCE to determine that each contract has been properly executed. Agreements between Navarro College and the clinical site are set up on evergreen contracts and have no written expiration date.

A student will not be assigned to any facility that does not have a current written agreement in place prior to the start of the clinical as monitored by the ACCE.

Every three years, or before, if necessary, the ACCE will review the written agreement utilized by the college and recommend revisions to the Program Director, Dean, and/or advisory committee as appropriate. The ACCE will make sure that all written agreements are current, accurate and are adequate for the needs of the Program and clinical facility. Recommended revisions will be forwarded to legal counsel of the college for review. The ACCE will review the written agreements for rights and responsibility delineation of the clinical facility and the Navarro College PTA Program.

## **REQUIREMENTS FOR CLINICAL ROTATION**

The ACCE will place students in a variety of clinical settings during their clinical coursework. The clinical rotation courses for the program are arranged to enhance didactic coursework covered in previous semester and concurrent semester courses. The clinical rotations are arranged to best build upon comprehension and application of the knowledge and skills needed for competency so that they are expected to meet progressively more difficult patients and techniques in the final two (2) rotations.

The following are requirements for clinical rotation:

1. Assignment of all forms of clinical education is the responsibility of the ACCE based on the individual educational and learning needs of each student and available sites within the geographic area of student residence.
2. Students are prepared for clinical rotations the semester prior to the clinical course.
  - a Students are made aware of the clinical setting type, the communication needs for the facility from the student and pertinent information to the student prior to clinical start.
  - b Each student is responsible for all financial obligations (i.e. cost for travel to and from, additional background checks, drug screens, further health requirements...) related to clinical education. Some clinical affiliation sites may have additional conditions the student will be required to meet.
3. A student will not be considered for enrollment or assignment to a clinical without a current and updated Typhon Database file with the ACCE by the assigned date.
4. A student must have evidence of malpractice insurance prior to enrolling in any courses requiring external labs and clinical education. The malpractice insurance fee is assigned to the student's Spring PTHA 1260 course.
5. Students will be asked to provide written input on the types or specific sites desired for clinical education during the second semester. The student is expected to consider all physical, financial,



and family factors associated with his/her choices for clinical rotations. The ACCE will have the final say in assigning clinical placement and student requested sites cannot be guaranteed.

6. If a clinical site cancels a student placement or Navarro College finds it necessary to withdraw the student for ethical, legal, dropped from program, or other reasons, the ACCE will make a concerted effort to find an acceptable alternative site during the enrollment dates. If this is not possible, the student will receive a grade of Incomplete (I) and will be placed as soon as an appropriate site can be identified.
7. Students who fail to pay tuition for clinical courses by the required due date will not be allowed to remain in the clinical. A student will not be allowed to return until the ACCE has proof the student has been re-enrolled into the course. Penalties may occur, including but not limited to, withdrawal from the clinical course and/or failure from the course.
8. Students are to follow the schedule provided by the ACCE for days and times. In the instance a student is asked to exceed their time in a facility (i.e. arriving early or leaving late) by the CI, the student must comply. A student may not ask the CI permission to arrive late or leave early for any reason or to rearrange clinical days. **All requests for rearrangements must be made through the ACCE.**

## **CLINICAL EXPERIENCE ASSESSMENT**

Students will receive two (2) scheduled advising sessions with CI for each clinical course. A midterm supervisory visit (on-site, phone, or electronic mail) by ACCE is made for each student with the CI to discuss progress or remediation needs for each clinical course. Additional meetings are scheduled as necessary. Students are required to communicate with the ACCE when incidents arise that are affecting clinical performance. Each clinical advising session is documented on the appropriate clinical visit forms as provided by the ACCE and PTA MACS and emailed to student.

Students will receive supervision and feedback from the CI as determined by the student need to discuss progress of the student utilizing the PTA MACS.

If a significant problem is identified prior to the midterm call/visit, the ACCE and/or the Program Director should be notified, and these areas addressed immediately. Significant problems require a written Plan of Correction Form and/or learning contract to be implemented for the remainder of that clinical.

Feedback received from students, including review of the SECEE form, will be utilized to determine if appropriate supervision is given by a particular facility/CI. Any facility/CI deemed unsatisfactorily meeting the expectations of Navarro College will not be utilized until the situation has been resolved.

## **PROFESSIONAL CONDUCT WITHIN THE CLINICAL EXPERIENCE**

### **DRESS CODE**

Students must maintain personal health such that there is no risk to self or the patient. Personal cleanliness and hygiene are essential for acceptable interpersonal activities such as those engaged in by health care personnel. The PTA faculty will counsel students in these areas if necessary.

- a. **Identification:** identification badges must be worn at all times when the student is in the clinical

setting.

- b. **Clothing:** The PTA student is a representative of Navarro College and should dress accordingly. Clothing should be properly sized, clean, wrinkle-free, and non-revealing. Hats are not allowed in client areas. Professional dress includes slacks, the PTA collared shirt (tucked in) and belt. No denim in any form is allowed. However, clinical dress may differ depending on clinic requirements.
- c. **Footwear:** Shoes should be clean and in good repair. Canvas shoes, open-toed shoes, heels, boots and clogs are not acceptable. Some clinical settings identify walking or athletic shoes as acceptable footwear. Students in these settings should check with the Academic Coordinator for Clinical Education.

When in clinical course, the clinical site will dictate the clinical dress. Students must know and understand the dress code for the facility prior to start.

*See Navarro College PTA Handbook for further explanation of expected professional dress code.*

## **STUDENT CONDUCT**

Students in the Navarro College Physical Therapist Assistant Program are expected to conduct themselves in a mature, responsible, and professional manner at all times. Conduct which casts doubt on the ability of a student to fulfill the role of a professional in the Physical Therapist Assistant Program will subject the student to disciplinary action under policies established in the College Catalog.

## **GUIDELINES FOR PROFESSIONAL CONDUCT IN THE CLINIC**

The client is the most important individual in physical therapy. Each client should be treated with dignity and respect. Professional conduct should inspire the confidence of the client. In addition, conduct reflects the profession of physical therapy and the Navarro College Physical Therapist Assistant Program. Professionalism, respect for the rights of the client to quality, individualized treatment, and respect for the health care team must always be maintained.

Clinical coursework is part of the curriculum of the Navarro College Physical Therapist Assistant Program. The PTA Academic Coordinator of Clinical Education (ACCE) may visit the student at any time during the experience. The student should contact the ACCE if any problem arises as soon as possible. **A facility or the College may terminate a student's clinical assignment at any time for unethical or unsafe behaviors, resulting in a grade of "F", disciplinary action, and/or dismissal from the program.** Adherence to the following general guidelines is mandatory.

*See Navarro College PTA Handbook for further explanation of expected professional behaviors.*

## **COMMUNICATION**

Canvas, Remind, Typhon, email, and phone are the primary ways to communicate with the ACCE during clinical rotations. Canvas will function as if the student was enrolled in a regular academic course. It will be the student's responsibility to check for updates and keep a current Navarro College email address. Students are required to check Canvas, Remind, Typhon and email daily for necessary updates. To communicate with the ACCE, email would be the best option. If it is an emergency situation (a missed clinical day, an injury, etc.) the student will leave a voicemail for the ACCE. Phone calls are returned on a priority basis and may be responded to by email.

## **ATTENDANCE**

Absence from scheduled classes and clinical days are considered detrimental to the clinical and academic performance of students. Therefore, attendance is required for all clinical days.

Excessive absences during clinical education are defined as more than one (1) missed day in clinical rotations I or II, or more than two (2) missed days in clinical practicum, and will necessitate withdrawal from the course and program due to inability to complete all requirements. It is the responsibility of the student to make arrangements with the clinical instructor PRIOR to the assigned start time. After one missed day in Clinical I and II or two missed days in Clinical Practicum, the faculty will complete a Plan of Correction form with the student. A minimum required hour of clinical education is required by the Navarro College PTA program for completion of the clinical rotation. Should a holiday occur during a clinical rotation, it is the student's responsibility to clarify work hours and overtime hours expected from the facility. Any absence from the facility will count against the minimum time requirements. Students may be required by the facility to "work" on the holiday, and this request must be honored. A student may not ask the Clinical Instructor (CI) to rearrange required workdays, including holidays.

If a student misses a clinical workday, the student is responsible to schedule make up hours for missed time. The student will collaborate with CI to determine make up time/days, notify the ACCE of scheduled make up days, and student must identify the missed day on their clinical log sheet as a "Missed Day", identifying the missed day as well.

**In the event of an illness or injury that hinders a student's ability to perform in the clinical setting, the faculty reserves the right to require a health care provider's statement authorizing that the student can safely continue with clinical education at the appropriate level of competency. Each medical restriction must be evaluated by the faculty and/or clinical education site.**

## **CLINICAL SAFETY GUIDELINES**

### **INFECTION CONTROL COORDINATOR**

The ACCE or designee will serve as the Infection Control Coordinator. The ACCE will be responsible for the administrative implementation of this policy including the maintenance of confidential records (documentation of the incident and follow-up procedures that were instituted).

### **INFECTIOUS DISEASE**

While performing PTA responsibilities in the clinical facilities, the student may be exposed to environmental hazards and infectious diseases including, but not limited to, Tuberculosis, Hepatitis B, and HIV. The student understands and assumes the risks involved in the clinical portion of the PTA Program and agrees to abide by the policies and procedures of each facility regarding exposure to infectious diseases and infection control.

### **CLINIC AFFILIATION SAFETY**

Each clinical affiliation will be responsible to provide the appropriate and necessary equipment needed for safe practice. If this equipment is not available, it is the responsibility of the faculty member to remove the students from unsafe practice settings.

### **ACCIDENT OR INJURY REPORTING**

If a student is injured while in the clinical setting, the Academic Coordinator for Clinical Education (ACCE)

must be notified immediately. The ACCE should be given a copy of the facility's incident report and may require that a Health Professions Occurrence Report be completed. The student is responsible for all expenses incurred by the facility rendering medical care. Navarro College and the clinical facility are not responsible for any claims or expenses that result from an action of the student or a patient/client in the clinical setting. The Navarro College PTA Program also reserves the right to require a physician's statement authorizing that the student can safely resume/continue patient/client care at appropriate level of clinical requirements, after an illness or injury. Each case will be considered on an individual basis.

### **STANDARD PRECAUTIONS**

All students will be instructed in blood borne pathogen precautions before entering first clinical rotation. With direct patient care, there is an increased risk of exposure to blood and bodily fluids of individuals with HIV and hepatitis B and C. Because of this reality, it is imperative to consider all patients as potentially infected with blood borne pathogens. The following precautions are to be followed by all of Navarro College PTA Program faculty and students:

1. Gloves must be worn when touching:
  - a. Blood and body fluids
  - b. Mucous membranes
  - c. Non-intact skin
  - d. Handling items or surfaces soiled with blood or body fluids
2. Gloves shall be changed between patients and hand hygiene carried out.
3. Protective eyewear shall be worn when suctioning or at any time droplets of blood or other body fluids might contaminate the eyes of the caregiver.
4. Clinical affiliation's policy will be followed by students and faculty regarding ready access to CPR masks.
5. Any break in skin integrity of the caregiver will be covered by an occlusive/ protective covering.
6. Gloves that are punctured or torn while in use shall be removed as soon as possible. Hand hygiene is to be carried out and new gloves applied to proceed with the task.
7. Laboratory specimens shall be handled with gloves on and labeled appropriately. (Put in plastic bags for transport to the laboratory.)
8. Soiled linens will be put in bags at the bedside and are not to come in contact with the uniform.
9. Gloves shall be used for providing personal care for all patients and while doing any procedure where contact with blood, or body fluids may be expected (including all times when patient's skin will be punctured i.e. injections).
10. Spills shall be removed with gloved hands and paper towels. Then have housekeeping clean and disinfect the area.

### **EXPOSURE PROCEDURE**

In the event of exposure to blood/body fluids, the following will occur:

1. The responsible faculty member will ensure that the student involved in the exposure completes an occurrence report according to the facility's policy where the exposure occurred and the Health Professions Division Occurrence Report. Information on the Health Professions Division Occurrence Report should contain the same information as on the facility's incident report.
2. Testing of the source patient will be done according to agency protocol and state law. Copies of the source patient's lab work will be forwarded to the student's health care provider. Students who do not have a personal health care provider will be given a list of facilities that can provide follow-up testing and counseling.

3. All expenses for any initial and follow-up testing and care of the exposed student will be paid by the student.
4. Neither the facility where the exposure occurred, nor Navarro College is responsible for initial and follow-up testing or counseling of the exposed student.
5. The completed Health Professions Division Occurrence Report will be forwarded to the Health Professions Division Dean who, in turn, will forward a copy of the report to the Vice President of Student Services.
6. A Health Professions Division Occurrence Report will be kept in a file maintained by the Program Director.

## **HARASSMENT/SEXUAL HARASSMENT, INTIMIDATION AND BULLYING**

Navarro College will not condone any form of harassment, intimidation, or bullying in the college setting and takes appropriate corrective, disciplinary and remedial action in response to such determined incidents.

Harassment consists of unwelcomed conduct, whether verbal, physical or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, religion, national origin, age, physical or mental condition or disability, veteran status, citizenship status, or other protected group status. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

For the purpose of further clarification, harassment/sexual harassment includes, but is not limited to:

- Making unsolicited written, verbal, visual or physical contact with sexual overtones. Some examples are epithets, derogatory comments or slurs of a sexual nature impeding or blocking movements or any physical interference with normal work, derogatory posters, or cartoons.
- Continuing to express sexual interest after being informed that the interest is unwelcomed. (Reciprocal attraction is not considered sexual harassment!)
- Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary and/or work environment or any other term or condition of employment; within the education environment, engaging in explicit or implicit

coercive sexual behavior which controls, influences, or affects the educational opportunities, grades and/or learning environment of the student.

- Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or withholding support for an appointment, promotion, or change of assignment; suggesting a deficient performance report will be prepared or suggesting that a probationary period will be exploited. Within the educational environment, either suggesting or withholding grades earned or deserved; suggesting that a scholarship recommendation or college application will be denied.
- Offering favors or educational or employment benefits, such as grades or promotion, favorable performance valuations, favorable assignments, favorable duties or shifts, recommendation, reclassification, etc., in exchange for sexual favors.

In addition, Navarro College defines “intimidation and bullying in the college setting” as the following: any gesture or written, verbal or physical act, or any use of electronic communication that:

- a) is motivated by an actual or perceived discriminating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or any other distinguishing characteristic, and
- b) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student’s property, or placing a student in reasonable fear of harm to his person or damage to his property; or
- c) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly, civil, and safe operation of the institution and/or the learning environment.

Any student with a concern of this nature should immediately consult the Vice President of Student Services and follow the student grievance procedures as described in the current Navarro College Student Handbook. Accordingly, any faculty or staff member who feels threatened by similar incidents should follow the grievance procedures outlined in the Navarro College Administrative Policies and Procedures Manual and should report such incidents in a timely manner.

## **SAFETY FOR OFF-CAMPUS EDUCATIONAL EXPERIENCES**

Navarro College PTA Program will ensure the safety of students, program faculty and members of the public when engaged in off-campus educational experiences, including clinical education experiences. These safety considerations include, but are not limited to, safety of persons when dealing with body substances and hazardous materials, security and evacuation procedures, access to emergency services and safety in the use of equipment in off-campus settings.

Safety of persons when dealing with body substances and hazardous materials during off campus clinical experience is detailed in the facility Policy and Procedure for Standard Precautions.

Security and emergency procedures in an off-campus setting are the responsibility of the facility and are outlined as a responsibility in the Clinical Affiliation agreement.

Safety in the use of equipment in off-campus settings is the responsibility of the Clinical Instructor and has been added to the job description. Also, students are not to use equipment with a patient that they have not shown competence in either off or on campus.

## CLINICAL GRADING/EVALUATION PROCESSES

Clinical Faculty will use the PTA MACS as the assessment tool to evaluate students at mid-term and at the end of the clinical affiliation. The PTA MACS allows for an objective assessment of the student's skills as performed at the clinical site. Students will be expected to complete their self-assessment of the PTA MACS prior to the midterm and final evaluations. The evaluations will be reviewed and signed by the student and CI.

An in-depth explanation of the PTA MACS and its use will be accessible to the CI prior to clinical rotation. Each CI will have complete instructions for the use of the PTA MACS available to them in the brown pages at the front of the PTA MACS as well as in Power Point format available to download. Clinical faculty and the student should make specific comments regarding each individual skill sheet and on the summative comments sheet at the end of the form.

### CLINICAL GRADING SYSTEM

PTA MACS skills are a PASS/FAIL grade. Skills must be checked off with either a NI, a checkmark, or a plus (+), to pass. Skills left blank will not count. Skills with a U are considered a fail for that skill. **Any skill that receives a U can be grounds for removal from the clinic and possible dismissal from the PTA Program. The ACCE of Navarro College should be notified immediately.**

Students will satisfy clinical requirements through completion of required assignments, per clinical rotation, as well as completion of listed PTA MAC Skills. Refer to the following grading criteria:

#### GRADE COMBINATION

##### PTA MAC SKILLS

All documents (see list below)  
Complete Clinical Hours required

#### CLINICAL I, II, PRACTICUM

PASS/FAIL  
PASS/FAIL  
PASS/FAIL

Students must turn in the following documents before grades will be released:

- Assignments per course syllabus
- Pink Sheets: Midterm Summative Assessment
- Pink Sheets: Final Summative Assessment
- Blue Sheets: Master List
- Green Sheets: SECEE
- Updated CSIF
- Time log
- EBP Inservice (Practicum only)

The final grade for the clinical will not be the sole responsibility of the CI; however, will be composed of several weighted items and will be determined by the ACCE. This determination will be based on completion of:

- required paperwork to ACCE (see list above)

- Student evaluation of clinical education experiences using the *SECEE*.
- Required skill % for each clinical as listed above for the Necessary and Critical PTA MAC Skills (see below PTA MACS SKILLS).
- The CI's written evaluation at mid-term and final,
- Communications from site visits by the ACCE.
- Number of U ratings the student receives.

## **CLINICAL STUDENT LEARNING OBJECTIVES ASSESSMENT**

The following learning objectives must be entry level by the final Practicum. Objective assessment will be measured by skills available on a site by site case.

i.e. Clinic A may not have accessibility to more than one modality. See Objective 6 below for clinical PTHA 1260. The student and CI review clinical objectives on day one via the Navarro College PTA Clinical Rotation I Objectives Form. If it is determined by the CI that the experiences required may not be met, the ACCE is notified within the first week. The student uploads an attestation of objective needs to CANVAS for review by the ACCE by Friday of the first week of clinical. If the CI cannot attest to all objectives, this will not indicate a PASS/FAIL for the clinical; however, the ACCE will determine if the student will have the opportunity to meet entry level on these skills in subsequent clinical rotations. If needed student may be reassigned to meet entry level skills.

PTHA 1260-Clinical 1 (Spring/January) *To pass this clinical experience, the student will demonstrate developing level competence in:*

1. **Skill 1-11:** Professional behaviors: achieves a NI, check, or + on at least 5 skills.
2. **Skill 12-16:** Plan of Care (Patient History/Chart Review, Implementation, modification, instruction, and D/C planning): achieves a NI, check, or + on at least 2 skill
3. **Skill 17:** Therapeutic Exercises: achieves a NI, check, or + on at least 4 skills.
4. **Skill 18:** Functional training: achieves a NI, check, or + on at least 2 skills.
5. **Skill 19.1-19.3:** Manual Techniques: achieves a NI, check, or + on at least 1 skill.
6. **Skill 20:** Physical agent techniques: achieves a NI, check, or + on at least 2 skills.
7. **Skill 21.1-21.14:** Data collection techniques: achieves a NI, check, or + on at least 4 skills.
8. **Skill 22-26:** Healthcare Environment: achieves a NI, check, or + on at least 2 skills.
9. **Site specific skills 27-37:** if available achieves a NI, check, or + on available areas.

PTHA 2360-Clinical 2 (Fall/August) *To pass this clinical experience, the student will demonstrate developing level competence in:*

1. **Skill 1-11:** Professional behaviors: achieves a NI, check, or + on at least 8 skills.
2. **Skill 12-16:** Plan of Care (Patient History/Chart Review, Implementation, modification, instruction, and D/C planning): achieves a NI, ✓ or + on at least 3 skills
3. **Skill 17:** Therapeutic Exercises: achieves a NI, ✓ or + on at least 7 skills.
4. **Skill 18:** Functional training: achieves a NI, ✓ or + on at least 4 skills.
5. **Skill 19.1-19.3:** Manual Techniques: achieves a NI, ✓ or + on at least 2 skill.
6. **Skill 20:** Physical agent techniques: achieves a NI, ✓ or + on at least 4 skills.
7. **Skill 21.1-21.14:** Data collection techniques: achieves a NI, ✓ or + on at least 7 skills.
8. **Skill 22-26:** Healthcare Environment: achieves a NI, ✓ or + on at least 3 skills.
9. **Site specific skills 27-37:** if available achieves a NI, ✓ or + on at least available areas.



PTHA 2366-Practicum (Fall/October) *To meet the minimum level criteria to practice as a PTA, during this clinical experience the student will demonstrate beginning level competence in:*

1. **Skill 1-11:** Professional behaviors: achieves a ✓ or + on ALL 11 skills.
2. **Skill 12-16:** Plan of Care (Patient History/Chart Review, Implementation, modification, instruction, and D/C planning): achieves a ✓ or + on ALL 5 skills
3. **Skill 17:** Therapeutic Exercises: achieves a ✓ or + on at least 10 of 12 skills.
4. **Skill 18:** Functional training: achieves a ✓ or + on at least 6 of 7 skills.
5. **Skill 19.1-19.3:** Manual Techniques: achieves a ✓ or + on at least ALL 3 skills.
6. **Skill 20:** Physical agent techniques: achieves a ✓ or + on at least 4 skills and a NI, ✓ or + on 3 other skills.
7. **Skill 21.1-21.14:** Data collection techniques: achieves a ✓ or + on at least 11 of 13 skills.
8. **Skill 22-26:** Healthcare Environment: achieves a ✓ or + on at least 5 skills.
9. **Site specific skills 27-37:** if available achieves a NI, ✓ or + covering available areas.
10. An Evidence Based Practice Study relevant to a patient or type of patient seen during the affiliation.

#### **MINIMUM CRITICAL SAFETY SKILLS REQUIRED:**

Demonstrating mastery of specific critical safety skills during clinical rotations is necessary in order to meet entry level. Competency with critical safety skills indicate that a student carries out intervention per the Plan of Care (POC) in a manner that minimizes risk to the patient, self, and others.

Examples of critical safety skills for this course include but are not limited to:

- Ability to follow and appropriately carry out the POC established by the PT.
- Safe implementation of the POC based upon patient diagnosis, status and response to intervention without placing the patient in jeopardy of harm or injury.
- Ensures safety of self and others by washing hands correctly, following universal precautions, able to competently set up a sterile field, and don/doff PPE without contaminating materials, patient or self to prevent spread of infection.
- Safe handling of the patient during intervention (i.e., transfers, use of correct body mechanics, guarding during intervention, level of assistance provided, requesting assistance when necessary).
- Establishes and maintains a safe working environment by recognizing and eliminating environmental hazards, safe handling of lines and tubes, proper maintenance and adjustment of assistive devices and equipment.
- Safe choice and implementation of transfer technique based upon provider and clinician body type and abilities of both patient and provider.
- Demonstration of knowledge and appropriate response regarding contraindications and precautions for specific patient diagnosis relative to physical therapy intervention within the POC (i.e., total hip precautions, specific post-surgical precautions, safe versus contraindicated positions for patients who have had a stroke or TBI, recognition of environmental safety hazards for ambulation).
- Ability to correctly identify physiological measures and responses (BP, HR, Blood glucose levels) outside of parameters that allow for safe therapeutic exercise/intervention and provide appropriate response such as adjustment of intervention within the POC, withholding intervention and consulting with supervising PT, or immediate notification of the appropriate medical personnel.

- Ability to recognize patient responses during therapeutic intervention that may indicate a life threatening/emergency situation (shortness of breath, chest pain, sudden dizziness, etc.) and provide proper response and notification of the PT/MD/Nurse.
- Requests assistance when necessary (i.e. From CI, utilizes and monitors support personnel).
- Correct interpretation of weight bearing status and ability to choose appropriate assistive device for weight bearing status and individual patient's abilities.
- Demonstrates knowledge of facility safety policies and procedures.

The CI will continually assess the student's competency in safety and will notify the ACCE if there are any issues or concerns regarding a student's capability of practicing in a safe manner. If safety concerns are not resolved in an acceptable time frame, the student will be withdrawn from the clinical site and will not be allowed to progress through the clinical program.

### **STUDENTS EXPERIENCING DIFFICULTY IN CLINICAL ROTATION**

The Navarro College PTA Program faculty will assist all students in success within the PTA program clinical rotations.

Students experiencing difficulty with clinical rotations are expected to do their best to work within the guidelines of their CI and to comply with all recommendations made. Since the CI is the one responsible for the supervision and evaluation of the student at the clinical site, it is important for the student to do everything he/she can to work under the guidance of the CI. The first two weeks, prior to midterm, are a time for orientation and a time for the student to learn his/her strengths and weaknesses. If the student is having difficulties at midterm, the CI should contact the ACCE to discuss the current situation. The student should contact the ACCE after discussing the issues with the CI. An onsite meeting may be arranged between the student, the CI, and the ACCE.

The ACCE is responsible for course organization, quality control, and grading. Because grading must be consistent, the grade assignment will remain the responsibility of the ACCE. This is necessary because each clinical experience is not a separate course in and of themselves. The PTA MAC skills are a PASS/FAIL grade. It is in the aspect of assessing the PTA MAC skills that an ACCE should interact very closely with the CIs, and the grade is determined in consultation with the CI. Good communication between the CI and the ACCE throughout the clinical rotation will assist in intervention early if needed, which could potentially transition a failing experience into a successful one. **Thorough documentation by the Clinical Instructor in the PTA MACS** is required to uphold a grade if the student were to challenge the grade. The documentation should occur early during the clinical education experience so as to give the student adequate time and opportunity to improve the performance or conduct.

## **CLINICAL PROGRAM ASSESSMENT**

The clinical education program will demonstrate effective and sufficient communication with the clinical affiliation sites which will serve as a mechanism for feedback to measure the effectiveness of the academic program.

There are several mechanisms to document assessment of the clinical education experience. These include clinical surveys that are developed by the college and completed by the students and CIs, assessment forms found within the PTA MACS, and an assessment completed by the ACCE on each site

visit. The primary way to assess student performance is by the proper use of the PTA MACS. Additional correspondence regarding student performance can be attached to the PTA MACS or emailed to the ACCE or mailed directly to Navarro College, PTA Program. The clinical faculty is requested to review and sign the assessment completed by the student. The clinical faculty has the right to read any assessment of their site by Navarro College PTA Program faculty or student survey. Copies of the completed assessments are kept on site and they are available by contacting the ACCE. Copies of various assessment forms are located in the appendix section of this Handbook and in the PTA MAC Skills book.

### **PROGRAM EVALUATION BY CLINICAL INSTRUCTORS**

ClIs will evaluate the ACCE, the student and the PTA program after completion of clinical rotation utilizing the following tools:

- Clinical Instructor Survey of Student Preparedness for Clinical- this will be emailed to the CI.
- Progress Report Midterm and Final Evaluations- located in the PTA MAC Skills book.
- Student Master Skill Sheet- located in the PTA MAC Skills book.

### **PROGRAM EVALUATION BY ACCE**

The ACCE will evaluate the CI and the student after every clinical rotation, utilizing the following forms:

- Review of Progress Report Midterm and Final Evaluations as completed by the CI.
- Site visits- using the ACCE Clinical Site Visit Assessment.
- Review of SECEE- Green sheets from the PTA MAC Skills book that is completed by student at the end of each clinical.

### **PROGRAM EVALUATION BY STUDENT**

The student will evaluate the CI and the program after every clinical rotation, utilizing the following forms:

- White Pages from PTA MAC Skills for self-assessment
- SECEE- Green sheets from the PTA MAC Skills book that is completed by the student at the end of each clinical.

### **OTHER RESOURCES**

In addition, the APTA has published three (3) tools that provide a mechanism to perform a self-assessment for Clinical Centers, CCCEs and ClIs. The purposes of the assessment tools are threefold:

1. To empower clinical centers, CCCEs, and ClIs to engage in the self-assessment process for the purpose of enhancing the development and growth of student clinical education experiences.
2. To provide developing and existing clinical centers with objective measures to evaluate their clinical education program's assets and areas for growth; and,
3. To provide clinical centers with objective measures for the selection and development of CCCEs and ClIs who serve as clinical teachers.

These documents are located in the APTA publication titled *Clinical Education Guidelines and Self-Assessment*.

### **COMMUNICATION WITH CLINICAL FACULTY**

PTA Program faculty are to communicate regularly with general education faculty, college personnel, and clinical education faculty to facilitate program assessment and improvement, facilitate program functions, and ensure all resources are made available to students and core faculty to ensure program success.

**Program faculty will be responsible for initiating communication with clinical faculty to monitor student progress in the clinical environment, schedule training for clinical faculty, and discuss concerns, program**

**assessment, and program improvement. The ACCE will provide communication to all clinical instructors responsible for supervising and training of PTA students as needed. All new clinical sites will have access to the PTA Program's Clinical Education Handbook.**

Communication can be done with one-on-one meetings, electronic by phone, fax, internet phone, e-mail, video conferencing, instant messaging, PTA Program web site, or other means of electronic contact. Program handbooks will be made available on the program web site.

The ACCE will review the SECEE completed by the students for each clinical instructor after each clinical experience. Based on feedback on the SECEE and clinical site visits, the ACCE will provide training for the clinical instructors in supervision, training, performance assessment, and any deficiencies noted from the annual review.

In the case where deficiencies are identified, the ACCE will ensure each CI receives training on the supervision and training and performance assessment of a PTA student prior to placing a student with the CI.

Professional development takes many forms. It may involve challenging work assignments such as course/program development, or formal or informal study or practical experience in a field or on a particular topic, or careful research on how students learn. The institution supports individual clinical faculty professional development through access to the resources of the Navarro College Libraries.

Numerous resources related to clinical education are available through the PTA Program. They include:

- The APTA resource *Clinical Education Guidelines and Self-Assessment*
- APTA guidelines on topics such as supervision and delegation, documentation, and ethical conduct
- Lecture materials and access to texts used in the PTA Program.
- An instructional power point presentation on using the PTA MACS
- APTA Clinical Education and Credentialing Program as need arises.
- Clinical Instructor on-line portal of information for our clinical educators

## **COMPLAINTS**

### **STUDENT COMPLAINTS**

The Navarro College Physical Therapist Program will provide each student with a complete and relevant education in becoming a Physical Therapist Assistant. To achieve this objective, the student should utilize program instructors and resources to resolve any learning problems in physical therapy and academic courses.

In resolving a problem, the student should follow the chain-of-command as listed below.

1. Clinical Instructor: available at clinical site (if clinical problem)
2. Program Faculty:
  - Lisa Rigsby – NCM2, Office 213 – Midlothian Campus
  - Teresa O'Neil – NCM2, Office 214 – Midlothian Campus
3. Program Director:
  - Sarah Austin – NCM2, Office 215 – Midlothian Campus

4. Dean of Health Professions:

Guy E. Featherston – Waxahachie Campus Office 226 – Corsicana Campus

Written complaints will be housed in the Program Director's office with an attached summary of the meeting and solutions.

**DUE PROCESS FOR STUDENTS AND FACULTY**

The PTA program will review complaints related to program compliance with accreditation standards and Navarro College policy. The Navarro College PTA program is interested in the sustained quality and continued improvement of Physical Therapist Assistant education but does not intervene on behalf of individuals or act as court of appeals for individual matters of admission, appointment, promotion, or dismissal of faculty staff or students. The PTA Program believes that constant feedback is an important ingredient in self-improvement and raising standards. Students, employers, faculty, or clinical instructors who have concerns or complaints should feel that they can be voiced and will be considered seriously.

Complaints should be made as soon as possible after the event to which they relate. Generally the Program will investigate complaints that are -

- made within 6 months of the event; or made within 6 months of the complainant realizing that they have cause for complaint,
- no more than 12 months after the event itself.
- The Program has discretion to extend these time limits where it would have been unreasonable for the complaint to have been made earlier and where it is still possible to investigate the facts. If this discretion is rejected, the complainant may appeal to the Dean.

All complaints must be signed in order for the Program Director to act upon the complaint. The Program Director will review all signed complaints and report to the Dean of Health Professions as needed. Complaints are housed in the Program Director's office in a locked cabinet.

## **APPENDIX**

- I. CLINICAL INSTRUCTOR POSITION DESCRIPTION**
- II. GUIDELINES FOR NEW CLINICAL SITES**
- III. STUDENT CLINICAL ORIENTATION**
- IV. SITE VISIT DOCUMENTATION FORM**
- V. CLINICAL AFFILIATION AGREEMENT**
- VI. PLAN OF CORRECTION FORM**
- VII. TIME LOG**
- VIII. NAVARRO COLLEGE HEALTH PROFESSIONS OCCURANCE FORM**
- IX. APTA STANDARD OF ETHICAL CODE OF CONDUCT FOR A PTA**
- X. ADDITIONAL RESOURCES FOR CLINICAL SITES**

# CLINICAL INSTRUCTOR POSITION DESCRIPTION

## Navarro College Physical Therapist Assistant Program

### **GENERAL DESCRIPTION:**

The designated clinical instructor should have a minimum of one year of clinical experience. The clinical instructor will facilitate the instruction of the Navarro College PTA students who are assigned to their clinical education facility.

### **GENERAL DUTIES AND RESPONSIBILITIES:**

- Interview students for placement and advise them of setting requirements, providing any necessary forms, etc. as required by the setting affiliate.
- Provide an orientation for each new student assigned to the clinical site, including safety and emergency procedures.
- Schedule, monitor and maintain student records of attendance, department/room rotations, and progress reports, as assigned for each student in each clinical rotation.
- Identify appropriate times for additional learning opportunities, if available, for each student assigned to the clinical site.
- Provide the licensed staff with guidance and assistance for effective progress reporting of each student.
- Evaluate student progress in the clinical education center, each rotation.
- Advise and counsel each student concerning their progress.
- Ensure that each new student assigned to the clinical site show proof of completion of a physical examination and comply with the hospital policies in that regard.
- Participate in clinical training continuing education and revision, as needed.
- Provide due process for students failing to succeed in the clinical component of their education, to include documentation of all occurrences.
- Participate in all Clinical Instructor Meetings and In-Service Events as scheduled by the ACCE.
- Provide all documents of student participation to the CCCE/ACCE, as required.
- Prepare students who are eligible to take the licensure examination.
- Participate in the self-study process and reaccreditation process, as required by the Commission on Accreditation of Physical Therapy Education.

## **GUIDELINES FOR NEW CLINICAL SITES**

### **Navarro College Physical Therapist Assistant Program**

The APTA has established a set of voluntary guidelines for establishing clinical sites. The Navarro College PTA program utilizes these guidelines to help improve the clinical experience for the clinical staff and students. However, these are just guidelines and are not required for establishment of a new clinical site.

- The clinical center should have a philosophy of patient care and clinical education compatible with the academic program.
- Clinical education programs are designed to meet the objectives of the academic program, the clinical site, and the individual student.
- The physical therapy staff practices ethically and legally.
- The clinical site is committed to the principle of equal opportunity and affirmative action as required by federal legislation.
- The clinical site demonstrates administrative support for clinical education.
- The clinical site has a variety of learning experiences, appropriate to the setting, available to the students.
- The clinical site provides an active, stimulating environment appropriate for the learning needs of the students.
- Selected support services are available to the students.
- Roles of physical therapy personnel are clearly defined and distinguished from one another.
- The physical therapy staff is adequate in number to provide an educational program to students.
- A Center Coordinator of Clinical Education (CCCE), with specific qualifications is responsible for coordinating the assignments and activities of students at the clinical site.
- Clinical Instructors (CI) are selected based on specific criteria.
- Special expertise of the clinical center staff is available to the students.
- The clinical site encourages clinical educator (CI and CCCE) training and development.
- There is an active staff development program for the clinical site.
- The staff is active in professional activities.
- The physical therapy service has an active and viable process of internal evaluation of its own affairs and is receptive to procedures of review and audit approved by appropriate external agencies and consumers.

A complete copy of this document is also located in the APTA publication titled.  
*Clinical Education Guidelines and Self-Assessment.*



**STUDENT CLINICAL ORIENTATION**  
**Navarro College Physical Therapist Assistant Program**

**STUDENT'S NAME:** \_\_\_\_\_

**DATES OF AFFILIATION:** \_\_\_\_\_

**CLINICAL FACILITY:** \_\_\_\_\_

**PRIOR TO STUDENT ARRIVAL**

- \_\_\_\_\_ Specific dress code requirements
- \_\_\_\_\_ Directions to the facility and to the department
- \_\_\_\_\_ Hours of operation
- \_\_\_\_\_ Parking arrangements
- \_\_\_\_\_ Who to report to on the first day?
- \_\_\_\_\_ Lunch availability (storage, accessibility)
- \_\_\_\_\_ Brochures or pamphlets on facility
- \_\_\_\_\_ Brief description of the types of experiences students can anticipate encountering on clinical and any special items required.

**FIRST WEEK OF CLINICAL**

- \_\_\_\_\_ Introduction to department staff and personnel
- \_\_\_\_\_ Introduction to key facility personnel
- \_\_\_\_\_ Review of organizational structure of the department
- \_\_\_\_\_ Job descriptions for all PT personnel / sample performance evaluation
- \_\_\_\_\_ Tour of the facility
- \_\_\_\_\_ Tour of the department
- \_\_\_\_\_ Orientation to department and facility policies and procedures including but not limited to:
  - \_\_\_\_\_ Fire safety
  - \_\_\_\_\_ Patient emergencies - codes and procedures
  - \_\_\_\_\_ Employee safety
  - \_\_\_\_\_ Patient incidence
  - \_\_\_\_\_ Employee / student incidence
  - \_\_\_\_\_ Availability of emergency services
  - \_\_\_\_\_ Explanation of daily routine including but not limited to:
    - \_\_\_\_\_ Scheduling procedures
    - \_\_\_\_\_ Procedures for treatment charges
    - \_\_\_\_\_ Documentation for telephone management
    - \_\_\_\_\_ Designation of student work area
- \_\_\_\_\_ Clinical objectives:
  - \_\_\_\_\_ Review various types of learning experiences available to student.

- \_\_\_\_\_ Review student's responsibilities and the CI's expectations for the student
- \_\_\_\_\_ Discuss student's pre-clinical self-assessment (which includes student's learning style, previous experiences and goals)
- \_\_\_\_\_ Establish formal objectives for the student and time frames for achievement.
- \_\_\_\_\_ Establish plans for providing feedback (formal and informal)
- \_\_\_\_\_ Schedule (even if tentative) time for student midterm and final performance evaluation

### **THROUGHOUT CLINICAL**

- \_\_\_\_\_ Provide student with ongoing feedback formal and informal.
- \_\_\_\_\_ Solicit feedback from student.
- \_\_\_\_\_ Keep ACCE apprised of any concerns regarding student performance.
- \_\_\_\_\_ Document areas of student performance (positive and negative) to assist in the completion of the final and formal written evaluation.
- \_\_\_\_\_ At **MIDTERM**, assess student progress in relation to established goals via PTA MACS midterm progress report.

### **AT COMPLETION OF CLINICAL AFFILIATION FOR CI**

- \_\_\_\_\_ Review, complete, and sign the PTA MACS Progress Report
- \_\_\_\_\_ Completes CI Survey of Student Preparedness for Clinical
- \_\_\_\_\_ Review, complete, and sign PTA MACS skill sheets
- \_\_\_\_\_ Review and complete Master List

### **AT COMPLETION OF CLINICAL AFFILIATION FOR STUDENT**

*(Student will not receive grade unless these are completed and turned in to ACCE)*

- \_\_\_\_\_ Review, complete, and sign the PTA MACS Progress Report (Green Sheets)
- \_\_\_\_\_ Completes PTA MACS Student Evaluation of Clinical Education Experiences (SECEE)
- \_\_\_\_\_ Time Log Completion
- \_\_\_\_\_ Turn in completed PTA MACS to ACCE.
- \_\_\_\_\_ Complete and turn in all designated assignments.

**SITE VISIT DOCUMENTATION FORM**  
**Navarro College Physical Therapist Assistant Program**

Date:

Time:

Facility:

Rotation Type: IP / OP

CI Contact:

- Email address: send link to survey during visit.
  - o Web link:
- License # for certificate (990004TX):

**Student** assigned for clinical \_\_\_\_\_

*Prior Rotation Types:* \_\_\_\_\_

1. Please complete the CI survey for Student Preparedness for clinical. Email address:
2. How is the student progressing?
  - a. Identified strengths:
  - b. Identified weaknesses:
  - c. Attitude toward supervision:
  - d. What type of feedback is occurring and is it sufficient?
3. Any desire for CI Certification Course?
4. Do you have an APTA membership?
5. Any need for additional PTA MACS training? Did the student inform you of the grading power point tool?
6. Was the student prepared for the equipment in your facility? If not, what type of equipment was new to the student or difficult for student to use?
7. Other needs from NC? Are there certain CEU's/certifications your facility is interested in attaining that NC could host for your team?

## **CLINICAL AFFILIATION AGREEMENT**

### **Navarro College Physical Therapist Assistant Program**

This agreement is executed between **Navarro College** (College) and <<**FACILITY NAME**>> (Facility), for and on behalf of the Health Professions Division and its students enrolled in the Physical Therapist Assistant (PTA) Program at Navarro College.

This agreement, commences on <<**DATE**>>. This agreement is in force until further notice.

WHEREAS, it is agreed by the Parties to be of mutual interest and advantage that the Physical Therapist Assistant students and faculty of Navarro College be given the opportunity to utilize the Facility as a clinical laboratory and for educational purposes:

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the Parties of this Agreement agree as follows:

1. The facility will permit Physical Therapist Assistant students of the college to engage in a clinical traineeship under the supervision and responsibility of the Physical Therapy (PT) clinical instructor (CI) assigned by the facility. The CI will collaborate with the Academic Coordinator of Clinical Education (ACCE) designated by the college for all general arrangements relating to student fieldwork.
2. The Physical Therapist Assistant students of the college will provide direct patient care under the close supervision of the PT CI or any other appropriately licensed professional.
3. The number of students and periods of assignment in the facility will be collaboratively agreed upon between the college and the facility. The college will provide the facility with the names of the students that are entitled to utilize the resources of the facility under the terms of this agreement.
4. The period of assignment shall coincide with all college academic sessions, except in the instance of special arrangements agreed to by the facility and the PTA ACCE.
5. The clinical instructor in collaboration with the PTA ACCE agrees to provide student learning objectives for each division of the facility to which students are assigned.
6. All faculty and students will have liability insurance. A statement will be provided upon request giving assurance that faculty and students are covered by liability insurance in an amount not less than \$1,000,000 per occurrence/\$3,000,000 aggregate.
7. The PTA ACCE of the college and the CI of the facility shall collaborate yearly to review the agreement status, update fieldwork data forms and student learning outcomes.
8. College personnel, faculty, and students will be subject to the written and published guidelines and regulations established by the facility.
9. The facility has the authority to dismiss a student immediately if the student is grossly negligent in patient care or performs in an unsafe and unethical manner. Should the facility wish to recommend dismissal of a student for reasonable cause, including the student's failure to comply with the facilities policies and procedures, such recommendation must be in writing to the PTA ACCE. Documentation should include but not be limited to the events that lead to the recommended dismissal of the student.
10. The college has the right to withdraw any student from the facility when/if the student/facility is proven to be unacceptable for reasons of health, performance, or any other reasonable cause

that may compromise the PTA program's accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) or the rule and regulations of state licensure.

11. The college will require all students to have a physical examination upon acceptance into the program.
12. The college will require all students participating in clinical under the agreement to have a background check completed and provided to the facility upon request.
13. The basic education for compliance with HIPAA will be the responsibility of the College Program and will be completed prior to the student's assignment to the Facility.
14. Faculty and students will be responsible for their own transportation, meals, housing, laundry, and health care needs in the performance of this agreement. There will be no exchanges of monies between the facility and the college. College personnel, students and/or faculty shall be responsible for their own expenses of injury, illness, and/or hospitalization.
15. The salaries and expenses of any instructors, supervisors, or other employees of the College will be paid by the College. The College agrees that members of its faculty will serve as consultants of the facility when requested by the facility and when possible due to teaching responsibilities.
16. The facility further agrees as follows:
  - (a) To maintain the criteria for accreditation as established by the appropriate accrediting agency.
  - (b) To provide to the college the necessary space or facilities for conference areas for student teaching, if available.
  - (c) To allow students and faculty member of the college to utilize the facility's cafeteria, as available, at the student's and faculty's sole expense.
  - (d) To retain responsibility for patient care.
17. Both Parties agree to comply with all applicable federal and state laws prohibiting discrimination against persons on account of race, sex, color, age, religion, national origin, disability, or because they are beneficiaries of government reimbursement programs including, but not limited to, Medicaid and Medicare.
18. Parties hereto agree to indemnify each other for any costs, damages, lawsuits, demands, or accusations against the other Party incurred as the result of any action(s) or inaction(s) on the part of either of the Parties respective employee(s), agents, representatives, or other authorized persons, unless in the case of gross and willful negligence of the facility, its officers, employees, or agents or the actions of a third party over which the college has no supervision, control, or jurisdiction.

## **GLOSSARY OF TERMS**

Definitions given below are for the purposes of this agreement.

1. Clinical instructor (CI): An individual at the clinical site who directly instructs and supervises students during their clinical learning experiences. The CI is responsible for facilitating clinical learning experiences and assessing students' performance in cognitive, psychomotor, and affective domains as related to entry-level clinical practice and academic and clinical performance expectations. (Syn: clinical teacher, clinical tutor, and clinical supervisor.) (Normative Model 2004, Appendix E)
2. Academic Coordinator of Clinical Education (ACCE) – Defined by the Commission on Accreditation in Physical Therapy Education (CAPTE) as the faculty member at the educational institution who is responsible for monitoring fieldwork experience.
3. Collaboration – Working together cooperatively, especially in the management of patient/client care. (Normative Model 2004, Appendix E)

## **RESPONSIBILITIES OF CLINICAL INSTRUCTOR (CI)**

The individual responsible for providing direct supervision of the student while in the clinical setting. The clinical instructor facilitates the clinical instruction and supervision of Navarro College PTA students who are assigned to their clinical affiliation. While these individuals are not usually employed by the institution that houses the PTA program, they do agree to certain standards of behavior through contractual arrangements for their services.

The clinical instructor should meet the following guidelines:

- Possess a current PT license or PTA license/certification in the state in which he/she practices.
- Be interested in developing knowledge and skills to provide clinical teaching.
- Possess the ability to plan, conduct and evaluate a clinical education experience based on sound educational principles.
- Possess the ability to develop written objectives for a variety of learning experiences.
- Demonstrate professional skills acting as a role model for students.
- Demonstrate effective communication skills.
- Demonstrate effective skill in interpersonal relationships.
- Communicate in a timely manner with the ACCE as needed.
- Seek assistance/resources as needed to manage issues of clinical education.
- Participate in a multifaceted process for evaluation of the clinical education program.
- Works collaboratively with the physical therapist to supervise physical therapist assistant students (in the case of a PTA).

## **RESPONSIBILITIES OF ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)**

The Physical Therapist Assistant Program ACCE is responsible for:

- Maintaining regular communication between Navarro College and the Affiliated Clinical Education Site.
- Providing ongoing communication with the clinical instructors at each education site concerning student, program goals and needs for accreditation compliance, maintenance of clinical education manual and development opportunities including education seminars on an ongoing basis.
- Facilitating quality learning experiences for students during clinical education.
- Placing, confirming and supervising students with affiliated clinical site.
- Evaluating each clinical affiliation site through student evaluation forms, on-site visits and ongoing communications. The ACCE shares this information with both Navarro College and the clinical affiliation site.
- Evaluation of student performance through cooperation with clinical and academic staff, to determine the students' ability to integrate didactic and clinical learning for progression within the program.
- Determination of the final written grade for each student based on the grading criteria as set forth in the course syllabus and PTA MACS.

Placement will be impacted by what sites are available at that time as well as the student's interest and capabilities. This broad base of exposure will facilitate attainment of the basic skills needed for the daily practice of physical therapy as a Licensed Physical Therapist Assistant. As the student progresses in their clinical rotations, it is expected that they will meet progressively more difficult patients and techniques.

**THE COOPERATIVE AGREEMENT  
OF  
CLINICAL AFFILIATION**

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Guy E. Featherston, MS  
Dean of Health Professions  
Navarro College

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Date

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Facility Administrator

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Date

# PLAN OF CORRECTION FORM

Navarro College Physical Therapist Assistant Program

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

1. AREA OF CONCERN

2. PLAN FOR REMEDIATION

3. PLAN OF STIPULATIONS

**Grades:** Failure to complete the course with a grade of 75 will result in dismissal for the Physical Therapist Assistant Program.

**Clinical and/or Professional Behavior:** Failure to comply with the terms of the contract may result in dismissal for the Physical Therapist Assistant Program

To be completed by \_\_\_\_\_ (date)

I, \_\_\_\_\_, hereby agree to the above listed terms.

FACULTY: \_\_\_\_\_

PROGRAM DIRECTOR: \_\_\_\_\_

*A student can be removed from the Program, without a probationary period, due to scholastic dishonesty or inappropriate behavior, or any violation of the Student Code of Conduct as outlined by the college.*



## TIME LOG

Week 1	SUN _/_/	MON _/_/	TUE _/_/	WED _/_/	THU _/_/	FRI _/_/	SAT _/_/	WEEK	TOTALS TO DATE
IN Time									
OUT Time									
Break Time									
DAILY TOTAL:									
COMMENTS:								<b>CI</b> Initials:	
Week 2	SUN _/_/	MON _/_/	TUE _/_/	WED _/_/	THU _/_/	FRI _/_/	SAT _/_/	WEEK	TOTALS TO DATE
IN Time									
OUT Time									
Break Time									
DAILY TOTAL:									
COMMENTS:								<b>CI</b> Initials:	
Week 3	SUN _/_/	MON _/_/	TUE _/_/	WED _/_/	THU _/_/	FRI _/_/	SAT _/_/	WEEK	TOTALS TO DATE
IN Time									
OUT Time									
Break Time									
DAILY TOTAL:									
COMMENTS:								<b>CI</b> Initials:	
Week 4	SUN _/_/	MON _/_/	TUE _/_/	WED _/_/	THU _/_/	FRI _/_/	SAT _/_/	WEEK	TOTALS TO DATE
IN Time									
OUT Time									
Break Time									
DAILY TOTAL:									
COMMENTS:								<b>CI</b> Initials:	
Week 5	SUN _/_/	MON _/_/	TUE _/_/	WED _/_/	THU _/_/	FRI _/_/	SAT _/_/	WEEK	TOTALS TO DATE
IN Time									
OUT Time									
Break Time									
DAILY TOTAL:									
COMMENTS:								<b>CI</b> Initials:	

# NAVARRO COLLEGE HEALTH PROFESSIONS OCCURANCE FORM

Name	Identification	Gender	Occurrence Date	Time
	<input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Other	<input type="checkbox"/> Female <input type="checkbox"/> Male		____:____ AM ____:____ PM

### Location of Occurrence

Corsicana	Mexia	Midlothian	Waxahachie
Campus Location/ Room Number:	Campus Location/ Room Number:	Campus Location/ Room Number:	Campus Location/ Room Number:
Off Campus Site:	Off Campus Site:	Off Campus Site:	Off Campus Site:

### Nature of Injury

Bites (insect or human)	Burn, chemical	Fracture
Burn, Scald	Electrical Shock	Puncture Wound
Sprain, Strain	No apparent injury	Other

### Occurrence

Fall	Needle stick	Misadventure **
Improper body alignment*	Illness	Property damage
Property Missing	Faulty Equipment	Other

Describe the occurrence in detail, giving only the facts involved:

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Witness Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 Witness Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 Witness Name: \_\_\_\_\_ Address: \_\_\_\_\_

Was person seen by a physician? \_\_\_\_ No \_\_\_\_ Yes      Date: \_\_\_\_\_  
 Physician's Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 Physician's findings: \_\_\_\_\_

Any follow up necessary? \_\_\_\_ No \_\_\_\_ Yes      Explain: \_\_\_\_\_

Name of person preparing report: \_\_\_\_\_ Date of report: \_\_\_\_\_

Instructor: \_\_\_\_\_ Department Chair: \_\_\_\_\_

\* = Using improper lifting techniques (not keeping back straight and knees bent while lifting)

\*\* = Injury as a result by someone other than the injured person.

## **APTA STANDARD OF ETHICAL CONDUCT FOR A PTA**

**PREAMBLE:** The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

**STANDARD 1:** A physical therapist assistant shall respect the inherent dignity, and rights, of all individuals.

**STANDARD 2:** A physical therapist assistant shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

**STANDARD 3:** A physical therapist assistant shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

**STANDARD 4:** A physical therapist assistant shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

**STANDARD 5:** A physical therapist assistant shall fulfill their legal and ethical obligations.

**STANDARD 6:** A physical therapist assistant shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

**STANDARD 7:** A physical therapist assistant shall support organizational behaviors and business practices that benefit patients/clients and society.

**STANDARD 8:** A physical therapist assistant shall participate in efforts to meet the health needs of people locally, nationally, or globally.

For information on interpretive guidelines, please visit the APTA website at:  
[http://www.apta.org/PT\\_Practice/ethics\\_pt/ethics\\_pt\\_assistant](http://www.apta.org/PT_Practice/ethics_pt/ethics_pt_assistant)

## ADDITIONAL RESOURCES FOR CLINICAL SITES

### FACILITATION OF PROFESSIONAL BEHAVIORS

Professional behavior is imperative to the development of the PTA student. The process of becoming an effective PTA involves attaining competency in professional knowledge, skill and behavior. Facilitation of competency in professional behaviors should be provided with both formal and informal feedback to the student. Students demonstrating inappropriate behavior, could be subject to consequences ranging from remediation to the forfeiture of the opportunity to continue the clinical. The Navarro College PTA Program and clinical faculty uses the following methods to measure student professionalism:

- Reinforce positive behaviors in writing and verbally.
- Role model.
- Cite examples of professional behaviors and negative behaviors observed.
- Students need to hear, learn, and accept constructive feedback. Identify specific strengths and weaknesses, rather than a global comment.
- Students need to do more than the minimum required.
- Feedback should be offered immediately following positive/negative behaviors in the clinic.
- Use the PTA MACS, section 1, to monitor student's behavior and progress.
- Students should self-assess and establish goals to improve behavior. Listen, be flexible, and give the student time to put his or her thoughts into words.
- Be specific with feedback. Use the PTA MACS to explain specific objectives not being met and give specific examples to explain inappropriate behavior and strategies to correct the behavior.
- Handle a problem behavior the first time you see it. Don't ignore problem behavior; it will not go away.

### SUPERVISION OF THE PTA STUDENT

#### **YOU MUST HAVE A LICENSED PT/PTA ON SITE WHEN YOU ARE TREATING PATIENTS.**

**Under Medicare Part A**, a therapy student who is participating in field experience must be under the supervision of a qualified practitioner (licensed PT or PTA).

For patients **under Medicare Part B**, independent student services cannot be reimbursed, regardless of the level of supervision. Students can participate in the treatment of patients under Medicare Part B only when a therapist is present and in the room for the entire session, is guiding and directing the service, is making the skilled judgments, and is responsible for assessment and treatment. The therapist cannot be engaged in treating another patient or doing other tasks at the same time.

All supervision of students, regardless of payer source, requires on site supervision.

When the Physical Therapist Assistant is the Clinical Instructor for the PTA student, clinical rotation placement will be made where the Physical Therapist is responsible and accountable for the delivery of physical therapy services, including delegation and supervision of all patient-related tasks.