

Navarro College
Physical Therapist Assistant Program



Clinical Handbook
2017-2018

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 Texas Tech University, diligently working on her Doctorate 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, DPT

Lisa is the Academic Coordinator of Clinical Education and 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 and recently from Texas Tech University with a Doctorate of Physical Therapy in 2017. 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.

Lisa Machuga, BS, PTA

Lisa is an associate professor for the PTA Program on the Midlothian campus of Navarro College. She graduated with her Bachelors of Science in Exercise and Sports Studies from Tarleton State University in 1998. She then pursued her studies at Montana State University – Great Falls Campus where she received her AAS/ Physical Therapist Assistant degree in 2001. Lisa worked in the clinic as a PTA from 2001-2013 in a variety of settings to include acute care, rehabilitation hospitals, home health, skilled and assisted nursing facilities and outpatient, private facilities. In 2013 she took the position at Montana State University – Great Falls Campus, as the ACCE and faculty for the PTA Program where she was an alumni. Lisa and her family moved from Montana to Texas in the summer of 2015 where she began working for Navarro College as an adjunct instructor for the PTA Program prior to her full time employment beginning in December 2015. She continues working in the home health environment with both pediatric and geriatric populations, to keep current in the field of physical therapy.

FACULTY CONTACT INFORMATION

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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 messages and email messages within 24 hours. Emails or telephone messages sent to faculty on Friday will be answered the following Monday.

CAMPUS PHONE NUMBERS

EMERGENCY PHONE NUMBERS

Campus Security Telephone:	(903) 654-7958
Emergency Services (Fire, Medical, Police)	
From a campus phone:	9-911
From a pay phone:	911
Fire Department (Non-Emergency)	(972)775-7671
Poison Control:	1-800-764-7661
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) 875-7349
Residence Life Office	(903) 875-7541
Office of Financial Aid	(903) 875-7364
Navarro College Bookstore	(903) 875-7388
International Student Services	(903) 875-7371
Department of Public Safety	(903) 875-7501
Services for Students with Disabilities	(903) 875-7377 or (903) 875-7731
Office of Student Relations	(903) 875-7343
Personal Counseling	(903) 875-7377

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EQUAL EDUCATIONAL OPPORTUNITY

Navarro College is committed to providing a safe and nondiscriminatory employment and educational environment. The College does not discriminate on the basis of race, color, national origin, sex, disability, religion, age veteran status, or other status protected by the law in its programs or activities or in the context of employment. Inquiries regarding non-discrimination may be directed to the Title IX Coordinator or the Section 504/ADA Title II Coordinator at 3200 W. 7th Ave, Corsicana, TX 75110 or 1-800-NAVARRO.

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

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3235; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

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

CONTEXT OF THE INSTITUTION

Navarro College is a two-year accredited, state-supported, community college with five distinct campuses in Corsicana, Waxahachie, Midlothian, Mexia, and Fairfield. 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 3003-497; <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 (TBPE) or the state in which licensure is sought. The physical therapist assistant curriculum includes on-campus coursework and clinical experiences in traditional and non-traditional physical therapy settings.

PTA PROGRAM MISSION

Through visionary leadership and outstanding 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 is dedicated to providing 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 the clinical faculty to allow congruence of the program as a whole in developing 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 physical therapist assistant. 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 for role modeling.

Clinical education for the physical therapy assistant student is divided into four clinical trainings. The first two clinical rotations are designed to introduce the student to the clinical experience, apply knowledge to practice, and to develop understanding of the needs of clients. The final two rotations will develop competent, entry-level, generalist physical therapist assistants. During these experiences, students will be exposed to a variety of clients across the life span and to a variety of settings.

Clinical education 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. In the final two clinical rotations, students will apply skills at a higher level of performance and responsibility. Their critical thinking skills and clinical reasoning skills will be refined through client intervention and more difficult patient treatments and interactions. 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 student PTA. The program is also responsible for determining student competency and safety in the skills stated in the clinical class objectives before placement in clinical rotations. All contact with the affiliated clinical site is through the PTA program.

NAVARRO COLLEGE PTA GOALS AND PROGRAM LEARNING OUTCOMES

GOALS

In keeping with the mission of the Navarro College PTA program, graduates will:

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.

CURRICULUM

ASSOCIATE IN APPLIED SCIENCE DEGREE: PHYSICAL THERAPIST ASSISTANT

<u>PREREQUISITES</u>		Lec Hours	Lab Hours	Credit Hours
HPRS 1101	Introduction to Health Professions	1	0	1
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
<i>Prerequisites Total</i>		10	7	12

FIRST YEAR

First Semester

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
MATH 1342	Elementary Statistics	3	0	3
<i>First Semester Total</i>		13	8	17

Second Semester

PTHA 1431	Physical Agents	3	4	4
PTHA 2301	Essentials of Data Collection	2	3	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
<i>Second Semester Total</i>		12	12	16

SECOND YEAR

First Semester

PTHA 2431	Management of Neurological Disorders	3	4	4
PTHA 2435	Rehabilitation Techniques	3	4	4
PTHA 1260	PTA Clinical I	0	0	2
SPCH Elective	Speech Elective	3	0	3
<i>Third Semester Total</i>		9	8	13

Second Semester

PTHA 2360	PTA Clinical II	0	0	3
PTHA 2361	PTA Practicum	0	0	3
PTHA 2239	Professional Issues	2	0	2
<i>Fourth Semester Total</i>		3	0	8

DEGREE PLAN TOTAL

47

35

66

PROGRAM CURRICULUM

The Navarro College Physical Therapist Assistant curriculum and clinical education is designed to progressively build upon foundational elements to more critical thinking scenarios, with increasing clinical hours beginning in the third semester through the end 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 prohibit the student from continuing in 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: Admission into the PTA program. Co-requisites: PTHA 1413, PTHA 1321. (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. (2 hours lec/ 4 hours lab/week).

PTHA 1321 – Pathophysiology for PTA 3 lec/0 lab (3Cr.) 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. (3hours 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. 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. 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. 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. 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 2409, PTHA 1431, PTHA 2205, PTHA 2301. Co-requisites: PTHA 2435, PTHA 1260. (3 lec/4 lab hours/week)

PTHA 2435 – Rehabilitation Techniques 3 lec/4 lab (4 Cr.) Instruction in comprehensive rehabilitation of selected diseases and disorders. Prerequisite: PTHA 1409, PTHA 1413, PTHA 1321, PTHA 2409, PTHA 1431, PTHA 2205, PTHA 2301. Co-requisites: PTHA 2431, PTHA 1260. (3 lec/4 lab hours/week).

PTHA 1260 PTA Clinical I 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 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 2205, PTHA 2409, PTHA 2301, PTHA 1431, PTHA 2431, PTHA 2435, PTHA 1260. Co-requisites: PTHA 2360.

PTHA 2360 PTA Clinical II This clinical is a full time, six (6) week 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 2205, PTHA 2409, PTHA 2301, PTHA 1431, PTHA 2431, PTHA 2435, PTHA 1260. Co-requisites: PTHA 2239.

PTHA 2366 PTA Practicum 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 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"> • CPR/Vital Signs/First Aid • History and Current Issues in PT • Body Mechanics/Gait Training • Positioning and Draping • Body Mechanics and Patient Transfers • Infection Control • Professional Ethics • Documentation • Role of the PTA in Healthcare • Career Development • Lifelong Learning Skills • Behavior and Conduct of a Healthcare Professional • Individual and Cultural Differences • Measurements of Pain • Use of Adaptive and Assistive Devices • Discharge Planning • Communication
Functional Anatomy	<ul style="list-style-type: none"> • Arthrokinematics • Osteokinematics • Biomechanics and Planes of Motion • Joint Integrity and Mobility

	<ul style="list-style-type: none"> • Posture • Gait, Locomotion and Mobility • PROM, AROM
Pathophysiology	<ul style="list-style-type: none"> • Cardiovascular Systems • Endocrine and Metabolic Systems • Gastrointestinal System • Genital and Reproductive Systems • Hematologic System • Hepatic and Biliary System • Immune System • Integumentary System • Lymphatic System • Musculoskeletal System • Nervous System • Respiratory System • Renal & Urologic systems
Therapeutic Exercise	<ul style="list-style-type: none"> • Therapeutic Exercises • Manual Therapy Techniques • AROM, AAROM, PROM • Joint Integrity and Mobility • Muscle Performance • Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices • Gait, Locomotion and Balance • Home Exercise Programs • Pain • Education of Patients under Supervision of PT • Ventilation, Respiration and Circulation Examination • Billing and Reimbursement
Neurology	<ul style="list-style-type: none"> • Neuroanatomy • Arousal, Mentation and Cognition • Muscle Performance
Physical Agents	<ul style="list-style-type: none"> • Physical Agents and Mechanical Agents • Billing and Reimbursement • Wound management • Infection Control • Plan of Care • Scope of Practice • Ethical and Legal practice • Anthropometrical Characteristics • Muscle Performance • Integumentary Integrity • Pain • Patient Instruction
Essentials of Data Collection	<ul style="list-style-type: none"> • Understanding of the Plan of Care as Developed by the PT • Quality Assurance • Functional Activities measurement tools • Arousal, Mentation and Cognition • Patient Education Implementation • Anthropomorphically Characteristics

	<ul style="list-style-type: none"> • Aerobic Capacity and Endurance • Joint Measurement • Muscle Strength • Muscle Length • Joint Integrity and Mobility • Ventilation, Respiration and Circulation • Recognizes Changes in Patient Status and Reports to PT • Participation in Discharge Planning
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COURSES TAKEN PRIOR TO PTHA 2360 CLINICAL II:

CLASSES:	LEARNING ELEMENTS OF CLASSES:
Management of Neurological Disorders	<ul style="list-style-type: none"> • Therapeutic Exercise • Functional Training • Neuromotor Development • Manual Therapy Techniques • Legal and Ethical Conduct • Understanding of Plan of Care • Integumentary Integrity • Education to Patient and Others • Muscle Performance • Assistive, Adaptive, Orthotic, Supportive and Prosthetic devices • Gait, Locomotion and Balance
Rehabilitation Techniques	<ul style="list-style-type: none"> • Case Studies and Critical Thinking Skills Involving ALL Aspects of Curriculum Taught in Previous Courses • Patient Related Instruction • Implementation of POC • Modification within the POC • Participation in D/C Planning

COURSES TAKEN PRIOR TO PTHA 2366 PRACTICUM:

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

CLINICAL LEARNING OUTCOMES/ASSESSMENT

STUDENT LEARNING OUTCOMES FOR CLINICAL I

Upon completion of the Clinical Rotation, while under the direction and supervision by an evaluating Physical Therapist, the student will be able to:

1. Communicate at beginning level, verbally and nonverbally regarding patient POC that conveys information commensurate with the needs of the health care team. (MUST Receive NE, ✓, or + PTA MAC Skill 1, 2, 3, 5, 7, 8, 11)
2. Appropriately raises relevant questions from reviewed POC for a given patient to show beginning level critical thinking. (Receives NE or better on skill 9)
3. Display beginning level competence with minimal assistance in data collection techniques for interventions per patient POC as established by the supervising PT. (Receives NE or better on Skills 13,14.1-14.13)
4. Presents appropriate beginning level documentation skill with minimal assistance of physical therapy services provided. (Receives NE or better on Skill 3)
5. Ask appropriate questions regarding facility procedures and payer regulations for current clinical setting (Receives NE or better on Skill 23.1)
6. Exhibit conduct that reflects practice in a legal, ethical and safe manner. (Receives NE or greater on Skill 11)
7. Abides by policies and procedures instituted by clinical education facilities and associated governing bodies. (Receives NE or greater on Skill 7)
8. Practices conduct that demonstrates sound professional judgements that reflects a commitment to meet the expectations of a PTA. (Receives NE or greater on Skills 1-11)
9. Respects the rights and dignity of each individual member within the healthcare setting. (Receives NE or greater on Skill 2)
10. Demonstrate appropriate response to patient needs with minimal guidance from supervisor when facing an emergency with a patient. (Receives an NE or greater on Skill 2, 11)
11. Exhibits characteristics that are attractive to facility and for future hiring. (Final Evaluation)
12. Identifies own learning needs and learning opportunities within the clinical facility by seeking out professional literature to assist in communications and patient interactions. (Receives NE or greater on Skill 1)
13. Participate in student level professional organizations, facility educational opportunities and community activities if hosted by the clinical affiliation to advance skills. (Receives NE or greater on Skill1)
14. Utilizes resources available to him/her when planning and performing assigned duties. These resources include, but are not limited to, other personnel at the clinical site, reference material, experts outside of those available at the clinical site. (Receive NE or greater on Skill 4)

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 prior to applying the procedure to a patient within that clinical setting. The clinical instructor, at all times, retains the ultimate responsibility for patient care.

STUDENT LEARNING OUTCOMES FOR CLINICAL II

Upon completion of the Clinical Rotation while under the direction and supervision by an evaluating Physical Therapist, the student will be able to:

1. Pursues clinical excellence by attendance at sessions available during clinical rotation that further education and professional development. (Receive NE, ✓, or + PTA MAC Skill 1)
2. Appropriately communicate/document with patients and healthcare team members, verbally and nonverbally as an intermediately developing level physical therapist assistant.(Receives NE, ✓, or + Skill 1,2,3,7,8,10,11,12)
3. Presents developing level documentation skill that is a complete, timely and accurate reflection of the physical therapy services provided under the supervision of the POC. (Receives NE or better on Skills 3)
4. Integrates feedback from clinical instructor to improve skills and knowledge. (Receives NE or better on Skills 5)
5. Raise relevant questions, considering all available information and articulates ideas to justify treatment progressions selected within the supervising therapist plan of care. (Receives NE or better on Skill 9)
6. Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status at a developing level in the current setting. (Receives NE or better on PTA MACS, Skills 3e, 3f; 13)
7. Adequately interpret patient information from the medical record including referrals for treatment, therapist evaluations, and progress notes to safely deliver therapy interventions and data collection techniques within the plan of care with minimal assistance. (Receive NE, ✓, or + NE or greater PTA MACS, Skill 13)
8. Demonstrates developing level competence in data collection techniques for interventions according to patient plan of care as established by supervising physical therapist. (Receives NE or better on Skill 14.1-14.13)
9. Demonstrate modification of patient plan of care as established by supervising physical therapist with minimal feedback from the CI. (Receives NE or better on PTA MACS, Skill 15.2)
10. Provide accurate and relevant instructions to patients, family members and caregivers to achieve plan of care outcomes as established by the supervising physical therapist with minimal assistance from the CI. (Receives NE or better on Skills 15.3)
11. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include: (Receive NE, ✓, or + on the following skills)
 - a. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization. (PTA MACS, Skill 14.13)
 - b. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices (PTA MACS, Skill 14.4, 17.1 and 22.3 (site specific skill))
 - c. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, and light therapies. (PTA MACS, Skill 21)
 - d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life. (PTA MACS, Skill 17)
 - e. Manual Therapy Techniques: passive range of motion and therapeutic massage. (PTA MACS Skills 16.11, 18, 19)
 - f. Motor Function Training (balance, gait, etc.) (PTA MACS Skill 14.5)
 - g. Patient/Client Education. (PTA MACS Skill 15.3)
 - h. Therapeutic Exercise (PTA MACS Skill 16)

- i. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal (PTA MACS, Skill 11 and 20)
12. 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) under the supervision of the PT for the following areas: (Receive NE, ✓, or + on the following skills)
- j. 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) (PTA MACS Skills 14.13 and 22.1)
 - k. Anthropometrical Characteristics: measurements of height, weight, length and girth (PTA MACS Skills 14.1 and 14.2)
 - l. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition) (PTA MACS Skills 14.3)
 - m. 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. (PTA MACS Skills 14.4, 22.3)
 - n. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility (PTA MACS Skills 14.5)
 - o. 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 (PTA MACS Skills 14.6)
 - p. Joint Integrity and Mobility: detect normal and abnormal joint movement. (PTA MACS, Skill 14.7)
 - q. 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. (PTA MACS, Skill 14.8)
 - r. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions (PTA MACS, Skill 14.9)
 - s. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations. (PTA MACS, Skill 14.12)
 - t. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities (PTA MACS Skills 14.12)
 - u. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device. (PTA MACS Skills 14.10)
 - v. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others.(PTA MACS, Skill 14.11)
 - w. 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 (PTA MACS Skill 14.13 and 22.1(site specific skill))
13. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting with minimal guidance. (Receive NE, ✓, or + PTA MACS, Skill 11f)

14. Contribute to efforts to increase patient and healthcare provider safety. (Receive NE, ✓, or + PTA MACS, Skills 11a – 11e.)

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 prior to applying the procedure to a patient within that clinical setting. The clinical instructor, at all times, retains the ultimate responsibility for patient care.

STUDENT LEARNING OUTCOMES FOR PRACTICUM

Upon completion of the Clinical Rotation while under the direction and supervision by an evaluating Physical Therapist, the student will be able to:

1. Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary. (PTA MACS Skill 7b)
2. Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (12/12 Professional Behaviors in the PTA MACS skills; Skill 15)
3. Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist. (PTA MACS Skills 12)
4. Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel. (PTA MACS Skills 12 and 15.3)
5. Pursues clinical excellence by attendance at sessions available during clinical rotations that further education and professional development (PTA MACS Skill 1)
6. Interview 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). (PTA MACS Skills 3e, 3f, and 13)
7. Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. (PTA MACS Skills 15.1.)
8. Review 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. (PTA MACS Skills 13)
9. Adjust interventions in the plan of care in response to patient/client status and clinical indications under the supervision of the PT. (PTA MAC Skill 15.2)
10. Report any changes in patient/client status or progress to the supervising physical therapist. (PTA MACS Skills 15.1c and 15.2c)
11. Determine 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. (PTA MACS Skill 15.2b)
12. Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist. (PTA MACS, Skill 15.4)
13. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:
 - a. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization. (PTA MACS, Skill 14.13)

- b. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices (PTA MACS, Skill 14.4, 17.1 and 22.3 (site specific skill))
 - c. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, and light therapies. (PTA MACS, Skill 21)
 - d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life. (PTA MACS, Skill 17)
 - e. Manual Therapy Techniques: passive range of motion and therapeutic massage. (PTA MACS Skills 16.11, 18, 19)
 - f. Motor Function Training (balance, gait, etc.) (PTA MACS Skill 14.5)
 - g. Patient/Client Education. (PTA MACS Skill 15.3)
 - h. Therapeutic Exercise (PTA MACS Skill 16)
 - i. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal (PTA MACS, Skill 11 and 20)
14. 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) under the supervision of the PT for the following areas: (Receive ✓, or + on the following skills)
- 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) (PTA MACS Skills 14.13 and 22.1)
 - b. Anthropometrical Characteristics: measurements of height, weight, length and girth (PTA MACS Skills 14.1 and 14.2)
 - c. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition) (PTA MACS Skills 14.3)
 - 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. (PTA MACS Skills 14.4, 22.3)
 - e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility (PTA MACS Skills 14.5)
 - 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 (PTA MACS Skills 14.6)
 - g. Joint Integrity and Mobility: detect normal and abnormal joint movement. (PTA MACS, Skill 14.7)
 - 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. (PTA MACS, Skill 14.8)
 - i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions (PTA MACS, Skill 14.9)

- j. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations. (PTA MACS, Skill 14.12)
 - k. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities (PTA MACS Skills 14.12)
 - l. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device. (PTA MACS Skills 14.10)
 - m. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others.(PTA MACS, Skill 14.11)
 - n. 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 (PTA MACS Skill 14.13 and 22.1(site specific skill))
15. Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (PTA MACS Skills 3)
 16. Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting. (PTA MACS, Skill 11f)
 17. Contribute to efforts to increase patient and healthcare provider safety. (PTA MACS, Skills 11a – 11e.)

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 prior to applying the procedure to a patient within that clinical setting. The clinical instructor, at all times, retains the ultimate responsibility for patient care.

PTA CLINICAL EDUCATION EXPECTATIONS FOR STUDENTS

Physical therapist assistant 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 an area clinic working under the supervision of a licensed Physical Therapist and/or Physical Therapist Assistant. The PT or PTA will be the CI assigned to supervise, train, educate, and evaluate in the clinic.

Students will be expected to complete an inpatient, an outpatient and rotation of their choice (if available). Practice patterns may include a combination of musculoskeletal, neuromuscular, integumentary, and cardiopulmonary in these rotations. Final selections are at the discretion of the Academic Coordinator of Clinical Education (ACCE).

The first clinical rotation will be during the third semester and will occur three times per week for six (6) weeks. The second clinical rotation and the PTA Practicum occur during the final semester. The second clinical rotation will be four (4) days per week for six (6) weeks. The PTA Practicum begins immediately following the second clinical rotation and involves a nine (9) week, 40 hour week rotation.

CLINICAL SITE SELECTION CRITERIA

Navarro College Physical Therapist Assistant 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 demonstrate 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/experience are adequate to provide for clinical instruction.
- Center coordinator of clinical education and clinical instructor 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 SELECTION

POLICY

The program will provide exceptional educational experiences that reflect contemporary practice, through selection of qualified clinical instructors (CI).

PROCEDURE

The ACCE will manage the qualifications of each clinical instructor. The clinical instructor will meet the following criteria:

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

12. One year minimum clinical practice
13. Must agree to job responsibilities
14. Must be licensed PT or PTA in Texas

CLINICAL RESPONSIBILITIES

RESPONSIBILITIES OF CLINICAL COORDINATORS

Each facility may assign a Center Coordinator for Clinical Education (CCCE) as the clinical instructor coordinator, while other facilities will assign a Clinical Instructor (CI) as the coordinator. Either the CCCE or CI will be the contact between Navarro College and their physical therapy department.

When the PTA is the Clinical Instructor 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.

**** NOTE: The Commission on Accreditation in Physical Therapy Education, APTA states 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.*

RESPONSIBILITIES OF CLINICAL INSTRUCTOR

- The clinical instructor (CI) is the individual responsible for:
- Providing direct supervision of the student while in the clinical setting
- Facilitating the clinical instruction and supervision of Navarro College PTA students who are assigned within that clinical affiliation
- Identifying of student and program strengths and weaknesses
- Serving as a resource to the student
- Acting as a positive role model
- Respecting student confidentiality
- Conferring and consulting in a timely manner, with the ACCE, regarding student learning needs
- Progressing students towards meeting objectives
- Providing ongoing written and verbal feedback to student and program
- Seeking assistance/resources as needed to manage issues of clinical education.
- Provide due process for students failing to succeed in the clinical component of their education, to include documentation of any and 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.

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 concerning student, program goals and needs for accreditation compliance, maintenance of clinical education manual and development opportunities including education seminars on an

ongoing basis.

- Placing, confirming and supervising students with affiliated clinical site.
- Facilitating quality learning experiences for students during clinical education.
- Evaluating each clinical affiliation site through student evaluation forms, on-site visits and ongoing communications. The ACCE shares this information with Navarro College and all stakeholders.
- Assessment and determination of student readiness for clinical experience.
- Determination of the final written grade for each student based on the grading criteria as set forth in the course syllabus and PTA MACS.
- Maintain a current CSIF on each clinical site.
- Maintain an updated clinical site agreement.
- Student placement in clinical experiences.
- Maintain updated student clinical database.
- Providing the necessary clinical education paperwork

RESPONSIBILITIES OF STUDENT

The PTA student is responsible for:

- Providing input on clinical affiliation sites of interest
- Documentation and management of clinical hours
- Management of the PTA MAC skills
- Completion of the requirements to pass each clinical experience
- Maintaining professionalism
- Accessing learning management system daily
- Communication with ACCE and CI frequently

RESPONSIBILITIES OF THE PROGRAM:

The program is responsible for:

- Providing liability insurance through student fees
- Protecting student confidentiality
- Maintaining policies that provide a safe learning environment for students.
- Ensuring quality learning experiences
- Providing contemporary curriculum that prepares students for success in the clinical settings.

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 Academic Coordinator of Clinical Education (ACCE).

Clinical faculty are invited to provide comments regarding the program during each supervisory visit for clinical, on any surveys sent to clinical instructors, and at any other time they wish.

Clinical faculty are included on the program's Advisory Committees and will be included in the program review process.

Clinical Instructors have the rights to:

- Provide comments regarding the program during each supervisory visit for clinical or on any surveys sent to clinical instructors.

- Request the removal of an inappropriate student; Documentation of any inappropriate behavior must be submitted immediately 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 faculties have the opportunity to 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, 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.

MANAGEMENT OF CLINICAL DATABASE

Each student is required to maintain their personal information in a Navarro College Clinical Database. This information is required by both Navarro College and by the health care and community facilities providing clinical experiences. **The student is responsible for maintaining current documents.** Failure to have the required information on file and **current** in the database will result in student inability to complete clinical rotation.

Due dates for maintaining the Navarro College Clinical Database are posted each semester. Students will be given ample time to complete any required activities. The database is confidential documentation and is only accessed by the student and NC faculty. 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.

Requirements for Clinical Database:

- Immunization Record (MMR, Hep B, DTap, Varicella)
- Drug Screen (within last 6 months of clinical start date)
- Criminal Background Check
- Current CPR certification
- Current two-step TB record
- Liability Insurance
- Health Insurance

AFFILIATION AGREEMENTS WITH CLINICAL FACILITIES

Written agreements between the Navarro College Physical Therapist Assistant 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 and has not expired prior to student assignments being made.

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.

Annually, 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. At this time, 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 INITIATION OF CLINICAL EXPERIENCE

The Academic Coordinator of Clinical Education (ACCE) will place students in various clinical settings during the two rotations and practicum. The clinical rotation courses for the program are arranged in order to enhance didactic coursework covered in previous 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 practicum.

1. Students are not to make contact with a clinic affiliation site to arrange a clinical assignment. Assignment 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 made aware of PTA educational practice areas and of the financial and logistical implications of clinical education through orientation to clinical rotation during the semester prior to enrollment in a clinical course.
3. Each student is responsible for all financial obligations related to clinical education. Some clinical affiliation sites may have additional conditions the student will be required to meet.
4. Students who have not attended an orientation to clinical education during the semester prior to the desired date of enrollment will not be eligible to begin a clinical course.
5. A student will not be considered for enrollment or assignment to a clinical without a current and complete information on file in the clinical database by the assigned date.
6. A student must have evidence of malpractice insurance prior to enrolling in any courses requiring external labs and clinical education. It will be the student's responsibility to pay the premium for malpractice insurance at the Cashier's office **ANNUALLY**. The student will provide the ACCE with a paid receipt provided by the Cashier's office.
7. 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, temporal, financial, and family factors associated with his/her choices for clinical rotations. The ACCE will have the final say in assigning clinical assignments and student requested sites cannot be guaranteed.
8. 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.
9. Students who fail to pay tuition for clinical courses by the required due date as posted by Navarro College will not be allowed to remain in the facility and will be asked to leave promptly. 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 and/or failure from the course.

10. 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 Clinical Instructor (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.

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:** Navarro College identification badges must be worn at all times.
- b. **Clothing:** The physical therapist assistant 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.

CLASSROOM: Students are to wear program scrubs with the PTA monogram, closed-toe shoes (no heels, boots or croc styled shoes), and Navarro College nametag. Students may also choose to wear the professional dress uniform (stated below).

PROFESSIONAL: Instructors may request that students dress professionally, in class, at times during the semester. Professional dress includes casual (Dockers-type) dress pants with a collared shirt (tucked in), belt, closed-toe shoes (no heels or boots), and Navarro College nametag. No denim in any form is allowed.

LAB ATTIRE: Students will wear clothing that will allow access to bony landmarks and muscle identification. Faculty will advise students of appropriate lab attire prior to lab.

- c. **Jewelry:** Jewelry should be limited. Wedding bands are permitted but should be removed during patient therapy procedures. Women are allowed to wear one stud earring in each ear (no bars or gauges) and men may not wear earrings at all. No other visible piercings (including tongue) are allowed. Watches with a second hand are required.
- d. **Hygiene:** Personal hygiene reflects professionalism. Personal cleanliness is important. This includes nails, teeth, hair, and body. Make-up is permitted in moderation. Sideburns, beards, or mustaches must be clean, neat, and trimmed. Hair should be neat, clean, and away from face so that the hair does not fall on the shoulder and does not fall forward into the face when bending forward. Strong perfume/cologne and aftershave is not permitted. Fingernails must be clean,

short, and free of chipped polish. If polish is used, it must be a clear, no color polish. Artificial nails and tips are not permitted.

- e. **Tattoos:** No visible body markings (i.e. tattoos).

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 be maintained at all times.

Clinical fieldwork 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 fieldwork 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.

PARKING

- Follow the facility rules, regulations, and procedures about parking or other use of an automobile.

IDENTIFICATION

- Navarro College nametag must be worn at all times.
- Identify self to clients and facility personnel by introduction, including name, school, and position (PTA student).
- Students are to clearly identify themselves as a **student** PTA to all patients and staff **BEFORE** having any direct patient contact, thereby giving the patient the opportunity to refuse treatment by a student. Patients have the risk-free right to refuse to participate in clinical education.
 - Knock before entering all client rooms or treatment rooms.

DOCUMENTATION

- All documentation and other paperwork must be completed and turned in on time. Excuses of any kind are unacceptable.
- All client documentation or communication regarding a client or the facility must be approved and signed by the supervisor.
- Documentation must be accurate (neat, concise, accurate in content and format, spelling).

ENVIRONMENTAL ADJUSTMENT

- Delivery of client services requires the ability to adjust to changes in the environment on the part of the student.
 - Follow the established chain of command in all activities. Clarify the chain of command during orientation.
 - Be positive. Avoid petty gossip or negative situations.

- Respect the diversity of the client, the health care team, and the people around, including fellow students.
- Profanity in any form is not acceptable.
- Request guidance when needed. When asking questions, think out what information is needed or not understood. Try to be specific about the information sought.
- Follow standard precautions at all times.

LEGAL ISSUES

- Act ethically at all times.
- Remember client rights.
- All information concerning a client is confidential.
- Client records (including your progress notes) are the property of the facility. Do not remove any forms or client information from a facility. This includes electronic forms and documents. Clarify the procedures for reviewing master chart (removing charts from the nurse's station, etc).
- Photographs or videos may not be taken at clinical education sites.
- Do not transport clients in personal automobiles, including during personal time
- Do not engage in personal relationships (i.e. dating), do personal shopping, run errands, accept or make loans of either money or personal items, or take gifts from clients.
- Do not give clients personal identification information, such as phone number or address. Do not communicate with clients outside the facility.
- Do not return to clinical education sites during non-scheduled times, even if you personally know the client. Visiting a client that you have a previous relationship with, in a professional manner, without proper supervision may raise issues of misrepresentation and possible malpractice.
- Leaving the facility during duty hours for any reason other than a specific assignment is perceived as abandonment and will result in failure of the clinical.

BEHAVIOR

- Do not socialize with peers while at work.
- Do not congregate in semi-public areas. It gives the impression you do not take your work seriously or that you do not have enough to do.
- Keep personal phone calls to emergencies. **Cell phones, pagers, or any other electronic devices that may disrupt treatment are not permitted during clinical.**
- Any information concerning a client is confidential and not to be discussed (even with fellow students, instructors, or supervisors) in any area in which confidentiality cannot be ensured (lunch, elevators, lobbies, etc.). Client information should only be shared on a "need to know basis" per HIPAA guidelines.
- No conversation should take place in the presence of a client unless the client is part of the conversation. This includes speaking in another language not spoken or understood by the client.
- Verify all information. It is the student's responsibility to clarify verbal and written instructions from academic and clinical instructors.
- Acknowledge the presence of an unfamiliar person.
- Look up the information if there are questions. It is the responsibility of the PTA to ask only appropriate questions, not information covered in coursework.

- Eating (including chewing gum) is prohibited except in designated areas at designated times. No smoking or use of tobacco products (including electronic cigarettes) at clinical sites.
- Students **must** refrain from engaging in physical relationships with CI and/or facility staff due to possible interference with the clinical experience.
- Students are not to make fieldwork-related comments on social networking sites (e.g. Facebook, Twitter, personal blogs).
- A student is directly responsible to his/her Clinical Instructor (CI) and Academic Coordinator for Clinical Education (ACCE). All communication should be directed to these individuals unless informed differently.
- All accidents, injuries, or unusual occurrence regarding a student or a client must be reported immediately to the CI and the ACCE. Failure to do so not only affects the success of the student's clinical placement, but may also affect future license application.
- It is the student's responsibility to keep his/her supervisor informed of their whereabouts at all times during the workday.
- Follow all standards outlined in the APTA Standard of Ethical Conduct for a PTA

COMMUNICATION

Blackboard, email, and phone are the primary ways to communicate with the Academic Coordinator for Clinical Education (ACCE) during clinical rotations. Blackboard 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 Blackboard and email daily for necessary updates. If the student needs to communicate with the ACCE, email would be the best option. If it is an emergency situation (a missed clinical day, an injury, etc.) then the student should 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. There may be a holiday that occurs 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 work days, including holidays.

The student is responsible for notifying the faculty in advance of the absence or tardy via phone or voicemail. If a student is absent while assigned to a clinical lab or clinical, the student must notify the course instructor (ACCE) and the clinical facility by phone of the absence. Each student should be responsible for personally making the notification. Failure to notify the clinical site of tardiness or absence may result in withdrawal for the course or a lower grade.

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. 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 hours of clinical education is required by the Navarro College PTA

program for completion of the clinical rotation.

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 GRADING SYSTEM

Students will satisfy clinical requirements through completion of required assignments/documents, hours per clinical rotation, as well as completion of listed PTA MACS skills.

PTHA 1260 – Clinical I

PASS/FAIL for this course will be based on the following 3 criteria. All 3 criteria must be satisfied to receive a PASS for the course. For further explanation for each component refer to description below.

GRADE COMPILATION

PTA MACS Skills

All documents (listed below turned in)

144 Completed Clinical Hours

CLINICAL II

PASS/FAIL

PASS/FAIL

PASS/FAIL

PTA MACS SKILLS: PASS/FAIL grade. Skills will be assigned a U, NI, NE, a checkmark, or a plus (+), by the CI at *midterm* and *final evaluation*.

- Skills left blank will not count.
- An NI does not count towards a pass for a skill.
- If an NI (needs improvement) or U (unsatisfactory) is awarded at *midterm*, the ACCE must be notified immediately and plan of remediation completed between CI/ACCE and student.
 - Midterm Evaluation: if awarded and NI or U at this time, the ACCE must be notified immediately and a plan of remediation completed between the CI/ACCE and student.
 - This plan may include but is not limited to: continuation of the current affiliation/completion of remediation plan, completion of the current type of rotation at another facility, repeating the clinical in completion at another facility, or dismissal depending on the circumstances surrounding the situation.
 - Final Evaluation: A U is not acceptable for entry level performance and will be a FAIL for that skill if awarded at final evaluation with possibility of removal from program.
- In order to pass this clinical experience, the student will demonstrate developing level competence in:
 1. **Skill 1-12**: Professional behaviors: achieves an NE, ✓ or + on at least 12 skills. (No NI's on final assessment for skills 7, 8, 9 or 13)
 2. **Skill 13**: Patient History and Chart Review: achieves an NE, ✓ or + on skill.
 3. **Skill 14**: Skills Data collection techniques: achieves an, NE, ✓ or + on 5 skills.

4. **Skill 15:** Implementation, modification, Instruction & DC Planning: achieves an, NE, ✓ or + on 1 skill.
5. **Skill 16:** Therapeutic Exercises: achieves an, NE, ✓ or + on 4 skills.
6. **Skill 17:** Functional training: achieves an, NE, ✓ or + on 3 skills.
7. **Skill 18-20:** achieves an, NE, ✓ or + on 1 skill.
8. **Skill 21:** Physical agent techniques: achieves an NE, ✓ or + on 3 skills
9. **Site specific skills:** if available by achieving an, NE, ✓ or + covering available areas.
10. Completion of all learning experiences assigned (if additional work assigned for learning purpose/remediation) by the ACCE and Clinical Instructor.

- **No U's (unacceptable) at final assessment on any skill- this will result in a No Credit/Failure of the Clinical.**

- **A U is defined as Unacceptable:** demonstrates an inability to perform the skill in a safe and effective manner; the student has received guidance and remains unable to perform the skill or components at or near entry-level; the student performs well below expectations at this facility.
- **UNSAFE CLINICAL PRACTICE NOTE:** Despite completeness of assignments or mastery of other skills in the PTA MACS, if a student is deemed unsafe in clinical practice, the student may be removed from the affiliation. When unsafe practices are noted by the clinical instructor, the ACCE should be contacted immediately. The student will be informed and attempts to remediate the student will be undertaken by either the CI or the ACCE. If the student remains unsafe at any point in clinical practice after remediation occurs, the ACCE will be notified that the student will receive a U and be removed from the affiliation, will FAIL the course and will be withdrawn from the program.

- **NOTE: An NI (Needs Improvement) does not count toward passing requirements.**

- **An NI is defined as Needs Improvement:** performed the skill or components of the skill with supervision or assistance, requiring guidance or minor correction; the student is not yet independent in meeting applicable objectives.

- **NOTE: In order to PASS the course, the student must satisfy the 3 criteria (listed above):**

- **EXAMPLE 1:** student receives 5 NE/check marks and 1+ NI on objective 3, the student would receive a PASS for that component of the course.
- **EXAMPLE 2:** student receives 4 NE/check marks and 1+NI on objective 3, the student would receive a FAIL for that component of the course, and a FAIL for the course.
- **EXAMPLE 3:** student receives 5 NE/check marks and 1 U on objective 3, the student would receive a FAIL for that component, and a FAIL for the course.
- **EXAMPLE 4:** student receives 5 NE/check marks for objective 3, student does not turn in completed Master Skill sheet or Clinical Hour Log Sheet verifying clinical hours by the deadline indicated. The student would receive a FAIL for that component, and a FAIL for the course.

REQUIRED DOCUMENTS: Students must turn in the following documents to PASS this component.

- Updated CSIF
- Progress reports mid-term
- Progress reports final
- Master Skills Sheet
- Student Eval of Clinical Experience (SECEE)
- Clinical Hour Log Sheet

COMPLETION OF CLINICAL HOURS: student will submit a signed log demonstrating completion of required hours.

PTHA 2360 – Clinical II

In order to receive a PASS for the course, the student must complete the required PTA MACS skills as listed above, receive a PASS on weekly assignments, turn in all required documents, and complete the designated clinical hours.

PASS/FAIL for this course will be based on the following 4 criteria. All 4 criteria must be satisfied to receive a PASS for the course. For further explanation for each component refer to description below.

<u>GRADE COMPILATION</u>	<u>CLINICAL II</u>
PTA MACS Skills	PASS/FAIL
Weekly Assignments	PASS/FAIL
All documents (listed below turned in)	PASS/FAIL
192 Completed Clinical Hours	PASS/FAIL

PTA MACS SKILLS: PASS/FAIL grade. Skills will be assigned a U, NI, NE, a checkmark, or a plus (+), by the CI at *midterm* and *final evaluation*.

- Skills left blank will not count.
- An NI does not count towards a pass for a skill.
- If an NI (needs improvement) or U (unsatisfactory) is awarded at *midterm*, the ACCE must be notified immediately and plan of remediation completed between CI/ACCE and student.
 - Midterm Evaluation: if awarded and NI or U at this time, the ACCE must be notified immediately and a plan of remediation completed between the CI/ACCE and student.
 - This plan may include but is not limited to: continuation of the current affiliation/completion of remediation plan, completion of the current type of rotation at another facility, repeating the clinical in completion at another facility, or dismissal depending on the circumstances surrounding the situation.
 - Final Evaluation: A U is not acceptable for entry level performance and will be a FAIL for that skill if awarded at final evaluation with possibility of removal from program.
- In order to pass this clinical experience, the student will demonstrate developing level competence in:

11. **Skill 1-12:** Professional behaviors: achieves an NE, ✓ or + on at least 12 skills.
12. **Skill 13:** Patient History and Chart Review: achieves an NE, ✓ or +.
13. **Skill 14:** Skills Data collection techniques: achieves an, NE, ✓ or + on at least 7 skills.
14. **Skill 15:** Implementation, modification, Instruction & DC Planning: achieves an, NE, ✓ or + on each (15.1-15.4) skill.
15. **Skill 16:** Therapeutic Exercises: achieves an, NE, ✓ or + in at least 7 skills, and at least NE on 2 other skills.
16. **Skill 17:** Functional training: achieves an, NE, ✓ or + covering at least 3 skills, and at least NE on 2 skills.
17. **Skill 18-20:** achieves an, NE, ✓ or + covering at least 2 skills.
18. **Skill 21:** Physical agent techniques: achieves an NE, ✓ or + covering at least 3 skills, and an NE on 2 other skills.
19. **Site specific skills:** if available by achieving an, NE, ✓ or + covering available areas.
20. Problem solving through completion in weekly case reflections assigned by the CI.
21. Completion of all learning experiences assigned (work assigned for learning purpose and or remediation) by the ACCE and Clinical Instructor.

- **No U's (unacceptable) at final assessment on any skill- this will result in a No Credit/Failure of the Clinical.**

- **A U is defined as Unacceptable:** demonstrates an inability to perform the skill in a safe and effective manner; the student has received guidance and remains unable to perform the skill or components at or near entry-level; the student performs well below expectations at this facility.

- **UNSAFE CLINICAL PRACTICE NOTE:** Despite completeness of assignments or mastery of other skills in the PTA MACS, if a student is deemed unsafe in clinical practice, the student may be removed from the affiliation. When unsafe practices are noted by the clinical instructor, the ACCE should be contacted immediately. The student will be informed and attempts to remediate the student will be undertaken by either the CI or the ACCE. If the student remains unsafe at any point in clinical practice after remediation occurs, the ACCE will be notified that the student will receive a U and be removed from the affiliation, will FAIL the course and will be withdrawn from the program.

- **NOTE: An NI (Needs Improvement) does not count toward passing requirements.**

- **An NI is defined as Needs Improvement:** performed the skill or components of the skill with supervision or assistance, requiring guidance or minor correction; the student is not yet independent in meeting applicable objectives.

- **NOTE: In order to PASS the course, the student must satisfy the 3 criteria (listed above):**

- **EXAMPLE 1:** student receives 7 NE/check marks and 1+ NI on objective 3, the student would receive a PASS for that component of the course.

- **EXAMPLE 2:** student receives 6 NE/check marks and 1+NI on objective 3, the student would receive a FAIL for that component of the course, and a FAIL for the course.

➤ **EXAMPLE 3:** student receives 7 NE/check marks and 1 U on objective 3, the student would receive a FAIL for that component, and a FAIL for the course.

➤ **EXAMPLE 4:** student receives 7 NE/check marks for objective 3, student does not turn in completed Master Skill sheet or Clinical Hour Log Sheet verifying clinical hours by the deadline indicated. The student would receive a FAIL for that component, and a FAIL for the course.

WEEKLY ASSIGNMENTS: A rubric is provided that indicates requirements for a PASS/FAIL on the assignment. A PASS requires 15/20 points for each assignment. If the student does not pass the assignment, the student has one additional opportunity to repeat the assignment to achieve a PASS. **If the student fails to complete and pass the assignment, the student clinical affiliation will be discontinued and the student will be dismissed from the PTA Program.**

REQUIRED DOCUMENTS: Students must turn in the following documents to PASS this component.

- Weekly Clinical Assignments
- Updated CSIF
- Progress reports mid-term
- Progress reports final
- Master Skills Sheet
- Student Eval of Clinical Experience (SECEE)
- Clinical Hour Log Sheet

COMPLETION OF CLINICAL HOURS: student will submit a signed log demonstrating completion of required hours.

PTHA 2366 – PTA Practicum

In order to receive a PASS for the course, the student must complete the required PTA MACS skills as listed above, turn in all required documents, and complete the designated clinical hours.

PASS/FAIL for this course will be based on the following 3 criteria. All 3 criteria must be satisfied to receive a PASS for the course. For further explanation for each component refer to description below.

GRADE COMPILATION

PTA MACS Skills

All documents (listed below turned in)

192 Completed Clinical Hours

CLINICAL II

PASS/FAIL

PASS/FAIL

PASS/FAIL

PTA MACS SKILLS: PASS/FAIL grade. Skills will be assigned a U, NI, NE, a checkmark, or a plus (+), by the CI at *midterm* and *final evaluation*.

- Skills left blank will not count.

- An NI does not count towards a pass for a skill.
- If an NI (needs improvement) or U (unsatisfactory) is awarded at *midterm*, the ACCE must be notified immediately and plan of remediation completed between CI/ACCE and student.
 - Midterm Evaluation: if awarded and NI or U at this time, the ACCE must be notified immediately and a plan of remediation completed between the CI/ACCE and student.
 - This plan may include but is not limited to: continuation of the current affiliation/completion of remediation plan, completion of the current type of rotation at another facility, repeating the clinical in completion at another facility, or dismissal depending on the circumstances surrounding the situation.
 - Final Evaluation: A U is not acceptable for entry level performance and will be a FAIL for that skill if awarded at final evaluation with possibility of removal from program.
- In order to meet the minimum level criteria to practice as a PTA, by the end of this clinical experience the student will have demonstrated the beginning level competence (within the combined three clinical settings):
 1. **Skill 1-12:** Professional behavior: achieving a ✓ or + on 12 skills
 2. **Skill 13** (refer to page 29): Patient History and Chart Review: achieves a ✓ or +
 3. **Skill 14:** Data collection techniques: achieves a ✓ or +, on 11 of 13 skills
 4. **Skill 15:** Implementation, modification, Instruction & DC Planning: achieves a ✓ or + on 4 skills.
 5. **Skill 16:** Therapeutic Exercises: achieves a ✓ or + on 10 of 12 skills.
 6. **Skill 17:** Functional training: achieves a ✓ or + covering 6 of 7 skills.
 7. **Skill 18-20:** achieves ✓ or + covering on 2 skills.
 8. **Skill 21:** Physical agent techniques: achieves a ✓ or + covering 4 modalities (cryotherapy, electrotherapeutic modalities, superficial and deep thermal), and an NE on 3 other skills.
 9. **Site specific skills** if available achieve a ✓ or + covering 2 skills.
 10. Completion of all learning experiences assigned (work assigned for learning purpose and or remediation) by the ACCE and Clinical Instructor.
- **No U's (unacceptable) at final assessment on any skill- this will result in a No Credit/Failure of the Clinical.**
 - **A U is defined as Unacceptable:** demonstrates an inability to perform the skill in a safe and effective manner; the student has received guidance and remains unable to perform the skill or components at or near entry-level; the student performs well below expectations at this facility.
 - **UNSAFE CLINICAL PRACTICE NOTE:** Despite completeness of assignments or mastery of other skills in the PTA MACS, if a student is deemed unsafe in clinical practice, the student may be removed from the affiliation. When unsafe practices are noted by the clinical instructor, the ACCE should be contacted immediately. The student will be informed and attempts to remediate the student will be undertaken by either the CI or the ACCE. If the student remains unsafe at any point in clinical practice after remediation occurs, the ACCE will be notified that the student will receive a U and be removed from the affiliation, will FAIL the course and will be withdrawn from the program.
- **NOTE: An NI (Needs Improvement) does not count toward passing requirements.**

- **An NI is defined as Needs Improvement:** performed the skill or components of the skill with supervision or assistance, requiring guidance or minor correction; the student is not yet independent in meeting applicable objectives.
- **NOTE: In order to PASS the course, the student must satisfy the 3 criteria (listed above):**
 - **EXAMPLE 1:** student receives 11 check marks and 1+ NI on objective 3, the student would receive a PASS for that component of the course.
 - **EXAMPLE 2:** student receives 10 check marks, 1 NE and 1+NI on objective 3, the student would receive a FAIL for that component of the course, and a FAIL for the course.
 - **EXAMPLE 3:** student receives 11 check marks and 1 U on objective 3, the student would receive a FAIL for that component, and a FAIL for the course.
 - **EXAMPLE 4:** student receives 5 NE/check marks for objective 3, student does not turn in completed Master Skill sheet or Clinical Hour Log Sheet verifying clinical hours by the deadline indicated. The student would receive a FAIL for that component, and a FAIL for the course.

REQUIRED DOCUMENTS: Students must turn in the following documents to PASS this component.

- Evidence of EBP presentation (complete the EBP Patient Case Presentation Worksheet)
- Updated CSIF
- Progress reports mid-term
- Progress reports final
- Master Skills Sheet
- Student Eval of Clinical Experience (SECEE)
- In-service (during rotation if required before Practicum)
- Clinical Hour Log Sheet

COMPLETION OF CLINICAL HOURS: student will submit a signed log demonstrating completion of required hours.

The final PASS/FAIL will be determined by the ACCE. The final PASS/FAIL for the clinical will not be the sole responsibility of the clinical instructor; however, will be determined by satisfying the course criteria (as stated above in each course layout).

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 Clinical Instructor (CI) and to comply with all recommendations made. Should a situation develop:

1. Student should contact the ACCE immediately for assistance in handling the situation AND Student should take any problems or questions to the assigned clinical instructor.

2. If the student and the CI are unable to find a resolution or answer within a reasonable time frame, an onsite meeting may be arranged between the student, the CI/CCCE, and the ACCE.
3. The ACCE, CI and student will develop an action plan and or learning contract to be implemented for the remainder of that clinical.
4. If the conflict is not resolved through the above procedures, the ACCE may:
 - a. choose to re-assign the student to a different clinical site (pending availability)
 - b. the student may be dismissed from that clinical site and course, causing delay in progression within the program

*****NOTE: Thorough documentation by the Clinical Instructor in the PTA MACS is required to uphold a grade if the student were to challenge the grade.*** See PTA MACs “Documenting Student Performance” within the instructions section.**

CLINICAL PROGRAM ASSESSMENT

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 clinical instructors, assessment forms found within the PTA MACS, and an assessment completed when a site visit is performed. 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 communicated directly to Navarro College PTA Program. The clinical faculty is required 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. Copies of the completed assessments are kept on site and they are available by contacting the Academic Coordinator of Clinical Education. Copies of the various assessment forms are located in the appendix section of this Handbook.

PROGRAM EVALUATION BY CLINICAL INSTRUCTORS

Clinical instructors will evaluate the ACCE, the student and the PTA program after every clinical rotation utilizing the following forms:

- Clinical Instructor Survey of Student Preparedness for Clinical
- Progress Report Midterm and Final Evaluations

PROGRAM EVALUATION BY ACCE

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

- SECEE data
- Site visits

PROGRAM EVALUATION BY STUDENT

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

- SECEE
- Site visit (student portion)
- Graduate Survey

OTHER RESOURCES

In addition, the APTA has published three tools that provide a mechanism to perform a self-assessment for Clinical Centers, Center Coordinators of Clinical Education and Clinical Instructors. The purposes of the assessment tools are threefold:

1. To empower clinical centers, CCCEs, and CIs 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 CIs who serve as clinical teachers.

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

CLINICAL SAFETY GUIDELINES

INFECTION CONTROL COORDINATOR

The Academic Coordinator for Clinical Education 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).

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.

STANDARD PRECAUTIONS

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.

The Navarro College PTA Program provides clinical experiences that may deliver care to individuals who have communicable diseases. Students will be expected to treat all patients with the same respect and dignity per professional standards of care. It is also required that the student follow all guidelines for prevention of blood borne pathogens transmission. Students or clinical faculty who have a communicable disease will be presented with information necessary to prevent the spread of that disease while giving patient care.

The Academic Coordinator for Clinical Education 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).

Prior to the initiation of the first clinical and prior to any patient contact, all students of the Navarro PTA Program will be provided with the following:

- Current literature on modes of acquiring and transmitting infectious disease.
- Instruction in standard precautions to minimize infectious disease transmission.
- Supervised practice of standard precautions in the lab setting prior to any patient contact.
- Close supervision and monitoring of precautions during clinical experiences.
- Education in isolation techniques related to the prevention of specific infectious diseases.

Students will be required to pass a test in their Intro to Physical Therapy course, on infection control with 100% accuracy prior to any patient clinical experience. Students will be required to follow the clinical affiliation's infectious disease policies and procedures in each clinical affiliation.

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. Needles are not to be recapped after patient use but must be placed in a sharps (puncture resistant) container immediately after use.
5. Needles shall not be purposely bent, broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
6. Disposable syringes and needles, scalpel blades, and other sharp items shall be disposed of in the sharps container.
7. Reusable needles and syringes or other sharp items shall be left on the tray without washing and wrapped in plastic for transport to central supply.
8. Clinical affiliation's policy will be followed by students and faculty regarding ready access to CPR masks.
9. Any break in skin integrity of the caregiver will be covered by an occlusive/ protective covering.
10. 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.
11. Laboratory specimens shall be handled with gloves on and labeled appropriately. (Put in plastic bags for transport to the laboratory.)
12. Soiled linens will be put in bags at the bedside and are not to come in contact with the uniform.
13. 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).
14. 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 Post Exposure Testing/Counseling Form must be completed by the student and kept in a file maintained by the Program Director/Coordinator.

ACCIDENT OR INJURY WHILE IN THE CLINICAL SETTING

If a student is injured while in the clinical setting, the 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. Students must carry a personal health insurance policy. 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.

REGULATIONS AND GUIDELINES

IMMUNIZATIONS

All immunizations must be completed prior to application to the program. The responsibility for maintaining current health testing and immunizations, including costs, are the responsibility of the student.

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 time table 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 considered to 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 re-take 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 HISTORY 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.

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.

STUDENT PHYSICAL EXAMINATIONS

Each student must undergo a physical health examination by a certified health professional **once admitted into the 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.

LIABILITY INSURANCE

Students will be required to have limited liability insurance and pay a predetermined fee to the Cashier’s Office of Navarro College annually so that Navarro College can secure 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 required to have health insurance and are responsible for their own individual or family insurance policies. Students enrolled in the PTA Program are required to have personal health insurance prior to the start of clinical courses. Students must provide documentation indicating that they are covered with “catastrophic or emergency care” and/or a county health card. The students who are accepted into this program will be required to sign a statement of understanding regarding personal health insurance.

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. Students must carry a personal health insurance policy. 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.

Navarro College and the clinical instructor facility are not responsible for any claims for expenses that results from an action of a student or patient in the classroom or clinical setting that results in injury to the student.

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.

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
 - Lisa Machuga – NCM2, Office 214 – Midlothian Campus
3. Program Director:
 - Sarah Austin – NCM2, Office 215 – Midlothian Campus
4. Dean of Health Professions:
 - Guy E Featherston – Bain Center 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 Therapy 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.

APPENDICES

- I. GUIDELINES FOR NEW CLINICAL SITES
- II. STUDENT CLINICAL ORIENTATION
- III. ACCE CLINICAL SITE VISIT ASSESSMENT
- IV. CLINICAL AFFILIATION AGREEMENT
- V. PLAN OF CORRECTION FORM
- VI. NAVARRO COLLEGE HEALTH PROFESSIONS OCCURANCE FORM
- VII. APTA STANDARD OF ETHICAL CODE OF CONDUCT FOR A PTA

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.

- 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
- _____ Completes PTA MACS Student Evaluation of Clinical Education Experiences (SECEE)
- _____ Completes Student Survey of Preparedness for Clinical
- _____ Time Log Completion
- _____ Turn in completed PTA MACS to ACCE
- _____ Complete and turn in all designated assignments

ACCE CLINICAL SITE VISIT ASSESSMENT

Navarro College Physical Therapist Assistant Program

CLINICAL EXPERIENCE # _____

Clinical Site: _____

Date: _____

Student: _____

Clinical Instructor: _____

Center Coordinator for Clinical Education: _____

Impression of Facility: (type of setting, types of patients, hours of business, number of PT/PTA employed)

Comments of CI regarding student performance: (overall impression, student's interpersonal skills, student's confidence and assertiveness, student's technical skills, student's critical thinking and problem solving skills, student's safety)

Comments of CI regarding student preparedness for Clinical Education:

Strengths:

Suggested improvements:

Student comments regarding clinical affiliation: (goals for the clinic, PTA MACS skills, strength, areas to improve)

Student comments regarding clinical instructor: (relationship, type of supervision, feedback from CI, strengths, areas to improve)

Student comments regarding preparedness for clinical education:

ACCE comments / interaction:

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**

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

Date

Facility Administrator

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.

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.

- 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.
- Student 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.

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	Mexico	Midlothian	Waxahachie
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:

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.

10-31-97; revised 4-23-09; revised 5-06-15

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