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PHYSICAL THERAPIST ASSISTANT CLINICAL EDUCATION MANUAL

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

August 2013

Surry Community College
Clinical Education Manual

Table of Contents

Introduction	3
Non-discrimination policy	3
Surry Community College Mission Statement	4
Accreditation Status	4
SCC PTA Program Clinical Philosophy	4
Clinical Education Objectives	5
General Procedures	6
Clinical Site Selection / ACCE	7
Clinical Education Contracts	7
Clinical Education Faculty Professional Development	8
Student Competence Prior to Clinical Assignment	9
Student Selection of Clinical Education Sites	9
Clinical Experience Preparation	12
Immunization, background checks, drug screening, liability insurance, and CPR requirements	12
Attendance	15
Holidays	15
Inclement weather	15
Professional Behavior	15
Communication between student, ACCE, and CI	16
Determination of Satisfactory Progress for a Clinical Experience	16
Safety and role delineation in clinical education	17
Clinical Education Assessment Process	19
Student Records Policy	19
Complaints	21
Appendices:	
Summary of Skills Obtained Prior to 1 st Clinical Experience Form	22
Summary of Skills Obtained Prior to Final Clinical Experience Form	23
Weekly Student Self-Assessment Form	24
Case Study Form	26
Overview of Clinical Site Form	28
Site Visit Checklist	29
Mid-Term Visit/ Call Report Form	30
Action Plan for Clinical Problems Form	31
CPI Expectation Form	33

Introduction:

Surry Community College prohibits discrimination based on race, color, creed, religion, national or ethnic origin, disability, political affiliation, age, sex, sexual orientation, or veteran or marital status and will not tolerate any form of unlawful discrimination or harassment. Surry Community College will take all steps necessary to prohibit unlawful discrimination and/or harassment in the workplace and educational setting. All employees and students are responsible for ensuring a work and educational environment free from prohibited discrimination and harassment. Employees and students are encouraged to report violations of this Policy.

As a Physical Therapist Assistant program student at Surry Community College, you have enrolled in this curriculum with the goal of completing training to sit for the state licensure examination and seek employment to work as a professional licensed physical therapist assistant (PTA). As such, you have committed yourself to become a skilled health care technician prepared to work under the guidance and supervision of a Physical Therapist. You will ultimately provide direct patient care services under the direction of a supervising Physical Therapist for the restoration of function, alleviation of pain, and prevention of physical impairment which are the ultimate goals of the profession of physical therapy.

This handbook has been designed to serve as a quick reference to you, the beginning student, regarding your responsibilities as a PTA student here at Surry Community College (SCC) in preparation for and during the clinical education portion of the curriculum. It should assist you in clarifying the policies of this program.

You are responsible for observing all the rules as stated in the College Catalog and Student Handbook. In addition, this manual will specify rules of behavior required while you are enrolled in this PTA curriculum in regards to clinical education policies and procedures. The rules are considered in effect while at all clinical sites. When a student from SCC is present at a clinical site, that facility is considered part of the college. The rules and regulations stated in this manual represent a contractual agreement between SCC and the PTA student for the 21 months from the time of first class attendance. Failure to comply with these rules and regulations will effect student evaluations and can result in dismissal from the PTA program.

You are encouraged to question your program advisor for clarification or elaboration when questions or concerns arise regarding any aspects of this program. The mutual goal of SCC faculty and the student is your successful completion of this program. Welcome!

Surry Community College Mission Statement

The mission of Surry Community College is to promote personal growth and community development to a diverse population through excellence in teaching, learning, and service.

Accreditation status

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SCC PTA Program Clinical Mission, Philosophy, and Objectives

CLINICAL EDUCATION MISSION

The mission of the clinical education portion of the Physical Therapist Assistant curriculum is to provide direct hands-on experiences in a progressive manner designed to prepare the student for their role as safe and effective physical therapist assistants. The clinical experiences provide the opportunity to apply and synthesize the knowledge, skills, and attitudes learned during the didactic portion of the curriculum in a variety of clinical settings.

Clinical Education philosophy

CLINICAL EDUCATION PHILOSOPHY

The clinical education portion of the Physical Therapist Assistant curriculum follows the program's philosophy that learning is best accomplished by doing. Faculty believe that learning is further enhanced when the didactic curriculum is integrated into the clinical setting in a systematic progressive manner. In addition, faculty believe the student is ultimately responsible for successfully synthesizing and applying the didactic information learned in the classroom in the clinical setting under the guidance of the supervising clinical instructor.

CLINICAL EDUCATION OBJECTIVES:

Under supervision of a clinical instructor, the student will:

1. Perform in a safe manner that minimizes risk to the patients, self, and others.
2. Conduct self in a responsible manner.
3. Interact with others in a respectful manner.
4. Adhere to ethical standards.
5. Adhere to legal standards.
6. Communicate in ways that are congruent with situational needs.
7. Produce documents to support the delivery of physical therapy services.
8. Deliver established patient care to reflect respect for and sensitivity to individual differences.
9. Participate in patient status judgments within the clinical environment based on the POC established by the PT.
10. Obtain accurate information by performing selected data collection consistent with the POC established by the PT.
11. Discuss the need for modifications to the plan of care established by the physical therapist.
12. Perform physical therapy interventions per available opportunity in a technically competent manner which may include:
 - a. bed mobility and transfer activities
 - b. active and passive ROM
 - c. assistive device selection and fitting
 - d. pre-gait activities and gait training
 - e. superficial heat
 - f. cryotherapy
 - g. hydrotherapy
 - h. electrotherapy
 - i. ultrasound
 - j. mechanical traction
 - k. compression for edema management
 - l. massage
 - m. diathermy
 - n. wound care
 - o. burn care
 - p. therapeutic exercise
 - q. assessment techniques: goniometry, MMT, vital signs
 - r. cardiopulmonary exercise
13. Educate others (patients, caregivers, staff, other healthcare providers) using relevant & effective teaching methods.
14. Participate in activities addressing quality of service delivery.
15. Participate in addressing patient needs for services other than physical therapy.
16. Manage resources (eg, time, space, and equipment) to achieve goals of the clinical setting.
17. Participate in fiscal management of the physical therapy clinical setting.
18. Use physical therapy aides, and other support personnel according to legal standards and ethical guidelines.
19. Implement a self-directed plan of career development and lifelong learning.
20. Assist the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

GENERAL PROCEDURES

1. During the first 2 ½ semesters of the PTA program the student will develop basic knowledge and skills in physical therapy to allow them to safely participate in the clinical treatment of patients under the close direction of a clinical instructor during the third semester.
2. The student will progress to three full-time clinical experiences in community physical therapy clinics during the third and fifth semesters in the program. The student will ideally be placed in three different types of clinics, serving a wide variety of patient populations. During each full-time clinical experience, the expectation of student performance and degree of supervision will progress from week to week, beginning with primarily observation and assisting to independently managing a small caseload of patients by the final clinical affiliation. The student is responsible for all costs associated with the clinical experiences. This includes travel, lodging, meals, criminal background checks, drug screens and any other costs that may be incurred.
3. The expectation of student performance and degree of supervision progresses with each full-time clinical experience until the student is demonstrating entry-level skills, knowledge, and professional behaviors upon completion of the third full-time clinical experience. The Clinical Instructor will be provided a copy of the CPI Expectations form which outlines the proficiency level we expect each student to be at during various clinical affiliations.
4. The ACCE will make available to each clinical site a current copy of (or access via internet to) a comprehensive clinical education manual.
5. The PTA Program will notify clinical sites in writing when substantial changes are made regarding clinical education design, policy, and/or procedures.
6. The ACCE will attempt to make an on-site visit to all active sites when students from SCC are completing full-time clinical experiences at the site, although budgetary restrictions may limit the ability to visit sites further than 100 miles from SCC. Active sites are defined as sites at which students have completed a full-time clinical experience within the recent past.
7. **Our faculty and staff pledge to respect and appreciate the time constraints and productivity demands of each Clinical Instructor and provide tools for assessment of the students that are efficient and relevant to current practice.**

CLINICAL SITE SELECTION

POLICY: ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE) SELECTION OF CLINICAL EDUCATION SITES FOR FULL-TIME CLINICAL EXPERIENCES

Clinical education sites for full-time clinical experiences are selected based on the experiences the site can provide a student PTA, willingness of the site to work with students, the site's past experiences in clinical education, availability of a PT or PTA for on-site supervision, qualifications of the center coordinator of clinical education (CCCE) and clinical instructor (CI), and location.

The minimum qualifications for a CI are: 1) to be a licensed PT or PTA, 2) at least one year of clinical practice, 3) and willingness to work with a student. Some degree of clinical instructor training is preferred and encouraged. It is also preferred by the program that the clinical instructor possess high levels of motivation, strong interpersonal skills, a solid knowledge base about physical therapy, and the ability to help student learn to apply knowledge to the treatment of patients. The ACCE will provide opportunities for training.

PROCEDURES: ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE) SELECTION OF CLINICAL EDUCATION SITES FOR FULL-TIME CLINICAL EXPERIENCES

The ACCE interviews the CCCE of the facility to determine if the facility would be an appropriate clinical education site for the school. The ACCE also interviews Clinical Instructors if possible and reviews the Clinical Site Information Form (CSIF) as available. If possible, the ACCE physically visits the facility before sending a student. This is done to assess the appropriateness and the safety of the facility. If this is not done, the ACCE makes every effort to visit the facility when the student is there. Due to financial and time constraints, it usually is not possible for the ACCE to visit clinical sites that are more than a day's drive or require airfare to get there. The ACCE will consult other ACCE's to learn more about unfamiliar clinical facilities in other states.

POLICY: CLINICAL CONTRACTS

All written agreements will be reviewed by the ACCE prior to a student participating in a clinical assignment to ensure the written agreements are unexpired and have the appropriate signatures. The content of the contract will be reviewed by the ACCE to ensure it accurately reflects the needs of the college and the facility at this time. The ACCE will contact the person responsible for contract oversight for the facility if there are any concerns that the agreement no longer continues to meet the needs of the program and/or the clinical facility. If the contract is not valid or requires modification, the clinical site is placed on hold and students are not placed there until a valid one is on file. This will also be part of the annual review process of the Clinical Education portion of the curriculum which is done every April.

PROCEDURES: CLINICAL CONTRACTS

Contracts are managed by the Health Sciences Division Chair and the ACCE of the PTA Program. Signed original contracts are kept on file in the office of the Administrative Assistant and a copy in the ACCE's office in each clinical site's file. The Division Chair sees that contracts are renewed when the contract expiration date is reached. The ACCE is responsible for seeing that all contracts with facilities where students will be going during the school year are up-to-date. Content of the contract is reviewed and/or revised when questions or situations arise or when program, student, or facility needs change. Questions are referred to the school's legal representative.

CLINICAL EDUCATION FACULTY PROFESSIONAL DEVELOPMENT

The Surry Community College PTA Program is dedicated to providing Clinical Education Faculty with the tools and resources they need. As part of this, we provide professional development opportunities for Clinical Instructors. Initially, our program performs this through one-on-one interaction with Clinical Education Faculty in order to educate them on the student assessment tools such as the CPI that our program will use. We also use this time to educate clinical faculty on the expectations of our students (as in the CPI Expectation Form) as they progress in the program and how to best use these tools. Our ACCE gathers information from the CIs during this time to determine future areas of need for Clinical Instructor Education.

During clinical site visits and/ or calls, the ACCE assesses the features of that clinical site and interviews the clinical instructors(s)/ CCCE using the Surry Community College PTA Program Site Visit Checklist Form. This provides an opportunity to address any areas of concern or questions by the Clinical Faculty or ACCE and review clinical education policies and needs regarding Clinical Faculty educational and developmental activities. Formal evaluation of our Clinical Education Faculty is performed each April as part of our annual program assessment. Our program, over time, formally assesses that the program has ongoing developmental activities for Clinical Faculty that ensure the following:

- clinical education faculty development activities are designed to improve the effectiveness of the clinical education faculty
- clinical education faculty development activities are based on needs of the clinical education faculty identified in the evaluation of the clinical education faculty
- clinical education faculty development activities are based on needs of the clinical education faculty identified in the evaluation of the clinical education program
- clinical education faculty development activities are designed to promote the effectiveness of the clinical education faculty
- clinical education faculty development activities are designed to meet the needs of the program

POLICY: STUDENT COMPETENCE PRIOR TO CLINICAL ASSIGNMENT

The Surry Community College PTA Program is committed to preparing and assessing the abilities of its students prior to allowing them to participate in clinical internships. Each student will go through a Laboratory Proficiency Assessment (LPA) or skills check off as well as participate in cumulative practical examinations prior to being allowed to participate in clinical internships. Failure to pass at a 77% rate in these practical exams and any deficiencies in the areas related to critical safety during the practical exams would result in failure in the overall class. This would result in the student being ineligible to participate in clinical assignments until they demonstrated proficiency at the desired level. The LPA or skills check will emphasize the critical safety components of each intervention. Students will not be expected to be proficient in all skills prior to their first clinical assignment. The Clinical Instructor will be sent a copy of the skills that have been checked off up to that point in the curriculum.

POLICY: STUDENT SELECTION OF FULL-TIME CLINICAL EXPERIENCE SITES

Students must successfully complete all PTA Program courses listed for each semester before participating in the first full-time clinical education experience during the second session of third semester.

A deadline will be established for all clinical site selections for the following year. Sites must be chosen by the student and finalized by the ACCE by this date. If the student has not chosen a site, the ACCE determines that the student would benefit from clinical experience at an alternate site, or the site has not finalized its contract with the ACCE, the ACCE will assign a clinical site to the student. Special clinical experience arrangements and reasonable accommodations can be made for students with a documented disability who are working with the SCC Disabilities Counselor.

PROCEDURES: STUDENT SELECTION OF FULL-TIME CLINICAL EXPERIENCE SITES

a. Clinical Experience Requirements

During the PTA Program, we will attempt to place students in three (3) different types of clinical sites:

1. An outpatient clinical setting.
2. A hospital-based clinical setting.
3. Either an inpatient rehabilitation facility, home health, or long-term care facility.

Included in these clinical experiences, the student should have opportunity to focus primarily on the treatment of three (3) types of patient populations:

- * The patient in the acute phase of healing
- * The patient with orthopedic diagnoses
- * The patient with neurologic diagnoses

b. Introduction to the Selection Process

Although SCC is establishing contracts with most physical therapy facilities in the Surry County and surrounding region that are deemed appropriate, there may not be enough of these facilities available during each full-time clinical experience period to accommodate all students. This may be due to the size of the class and/or due to unexpected staffing changes that occur at the facilities. For example, a site may agree to take a student, but need to cancel later because a therapist leaves and the facility may be understaffed during the time the student was to be there. **Therefore, all students entering the PTA Program should expect to attend a full-time clinical experience in at least one clinic which may be located too far away to commute on a daily basis. The student is responsible for all travel and living expenses during each clinical internship.**

All students should PLAN AHEAD and make arrangements to allow out of-town clinical experiences to be possible. Suggestions may include:

- Putting money aside for expenses when the student cannot work during the clinical experience time period;
- Making advanced arrangements for child care;
- Exploring physical therapy clinics in areas where family and/or friends live;
- Obtaining a loan or some other type of financial aid to cover expenses.
- Researching available short-term housing options.

c. Selection Process:

1. Students will be given a listing of clinical sites available for each of the three full-time clinical experiences (Clinical Practice I, II, and III). Students will plan their 1st, 2nd, 3rd, etc. choices for each clinical experience. The student must meet the clinical requirements. Information about the sites can be found in the Clinical Site File located in the ACCE's office. Students should use this resource to help with this decision making process.
2. The ACCE will meet with each student to review their choices and advise as necessary.
3. If several students request the same site as a first choice, the ACCE may determine placement based on academic merit or individual student needs, or the students can negotiate with each other under the direction of the ACCE.
4. A date will be set after which no changes can be made unless at the discretion of the ACCE.
5. The ACCE has the discretion to revise clinical assignments to assure the student meets the educational objectives or if reasonable accommodations need to be made.

d. Selecting Clinical Sites Not on the PTA Program Site List:

If a student wishes to go to a location which does not have a contract with the SCC PTA Program, a "custom-designed" site may be arranged. If the CCCE at that site decides they want to serve our PTA Program students on a regular basis, the facility is placed on the PTA Program Clinical Site List and will be an option to all future PTA Program students. A clinical site may be "custom designed" for a student when there are no sites available on the PTA Program regular site list where the student is able to attend

or will be considered if the student has the opportunity for clinical education in a specialty clinic of particular interest to that student. The PTA Program will not set up a clinical site only because it would be a fun place to go or because the student hopes to work there after graduation.

To "custom-design" a clinical site:

1. The student must research the area and obtain a list of three (3) potential clinical sites.
2. The student or ACCE will contact the sites to see if they do take PTA students, and might have availability during the desired clinical experience time period.
3. The student will give the ACCE the name of the facility, the address, telephone number, and the name of the contact person (CCCE). The student will provide the names of only those facilities able to take a student during the desired time period.
4. The ACCE will talk with the contact person (CCCE) and will confirm, approve, and finalize the clinical arrangements.
5. A current contract for every clinical site that is used by the program for students' clinical education needs to be in place.

e. Attending Distant Clinical Facilities:

The student is best served when the ACCE can periodically visit the clinical facility to become acquainted with the staff and equipment in the department. The ACCE should also be able to make an on-site visit to help the student and CI resolve a difficult situation or conflict if the need occurs. A student may request a clinical experience in a community located too far away for it to be practical for the ACCE to make on-site visits. These communities are defined as requiring more than a two hour drive from Dobson. The student choosing a clinical site more than two hours away must be a student in which the ACCE has confidence that there will be a minimal chance of difficult problems occurring. Therefore, the ACCE MUST APPROVE the student's site selection.

For permission to attend a distant clinical facility, the ACCE will consider the following:

- Student's most recent GPA and course grades
- Satisfactory completion of all courses listed on the PTA Program Planner prior to the clinical experience
- Student's attendance habits
- Professional behaviors as demonstrated throughout the school year(s)
- Student's status in the program (program academic probation, etc)
- Site's ability to meet the clinical experience criteria
- Site's agreement to a contract

f. Cost of food and housing are the responsibility of the student for all sites.

g. Cost and liability of travel to and from clinical sites as well as during the clinical experience is the responsibility of the student. This may include travel to homes for home health visits, travel to various schools, and travel between satellite clinics.

- h. Clinical sites should be different from past or present employment sites. This will increase the student's awareness of a variety of health care opportunities.
- i. The Academic Coordinator of Clinical Education has priority to assign students to certain sites for special needs or accommodations for disabilities.

CLINICAL EXPERIENCE PREPARATION

POLICY: NON-ACADEMIC REQUIREMENTS FOR PROGRAM CLINICAL EXPERIENCES (PT CLINIC AND FULL-TIME CLINICAL EXPERIENCES)

PTA Program faculty and the student work together to ensure the student has met the following non-academic requirements prior to starting the clinical education portion of the program:

- Physical exam with completed medical form (NCCCS Medical Form) with test results and the most recent dates of immunization / proof of immunity:
 - Positive Hepatitis B titer or a signed waiver
 - Positive MMR titer;
 - positive chicken pox titer or recent immunization;
 - Tdap booster (if less than two years from last tetanus shot)
 - Two-step PPD/TB Tests will be completed on an annual basis prior to clinical placement at the student's expense.
 - Picture Identification name tag
 - CPR training must remain current throughout the program
 - Liability insurance (provided through the school)
- Safety/Infection Control training
- Facility-specific forms which may include patient confidentiality statement form and/or orientation packet.
- Student understanding that he/she may be subjected to drug testing prior to and/or during their clinical experience and the student may be responsible for this expense.
- Some facilities require criminal background checks. If this is required the student may be responsible for the cost of this background check.

PROCEDURES: NON-ACADEMIC REQUIREMENTS FOR PROGRAM CLINICAL EXPERIENCES

- a. The student receives the physical exam/health record form during orientation when being admitted into the PTA Program. The completed health record is kept on file with the Health Sciences Administrative Assistant. At the beginning of the student's second year, the student updates the health record, **makes a copy for his or her own records**, and returns the original form to the Health Sciences Administrative Assistant. The student should directly submit his/her health record to the clinical site if the facility requests a copy. The ACCE must receive written permission (data release form) to send a copy of health record to the clinical site.
- b. Immunization records are included on the physical exam form.
- c. The student is strongly encouraged to obtain the Hepatitis B vaccinations and provide evidence of completion of the series. The student signs a waiver or refusal form if he/she does not wish to get the vaccinations.
- d. The student is responsible for maintaining current Adult, Child, and Infant CPR certification throughout the program.
- e. Criminal background checks and drug screenings are required by some clinical agencies. Students are responsible for providing this information to clinical education sites as required and may be responsible for the full cost of the criminal background check and drug screen. A clinical education site has the right to refuse a student if they fail to complete the criminal background check or drug screen or if the results of the criminal background check or drug screen are found unsatisfactory. A PTA student prohibited from participating in a clinical internship based on their criminal background check or drug screening will be dismissed from the PTA program due to their inability to progress.
- f. The student purchases liability insurance of \$2,000,000/\$5,000,000 from the school. This fee must be paid by the date established to proceed in the program. A copy of this liability insurance will be provided to clinical sites at their request.
- g. Clinical facilities attended during full-time clinical experiences may require drug testing. If a student refuses such testing, they may be unable to complete the full-time clinical experience at that facility. The Physical Therapist Assistant Program does not guarantee an alternative facility placement. If no alternative facility placement is available, students will not be able to progress in the program.
- h. The student is required to attend Safety/Infection Control training (which also includes content about HIPAA) included in the PTA 110 coursework. The student must pass a quiz related to this material. Further information is taught in the PTA Procedures I (PTA 130) course.
- i. When a clinical site has a facility-specific Patient Confidentiality Statement form to be signed by the student, the ACCE obtains the student's signature and sends the signed form to the CI in the packet including the course syllabus.
- j. Prior to the first full-time clinical experience, PTA Program faculty and the ACCE have discussed the student's responsibilities to the clinical site and its patients/clients. **This includes making sure the student understands the need to correctly identify themselves as a student both verbally and by wearing their name tag and acknowledging that all patients have the right to refuse treatment from**

a student. This includes the student asking for informed consent to treat the patient after he or she has identified themselves as a student. A site information file for each clinical site is available in the ACCE's office and students are encouraged to read about their sites. Students may obtain further information from the ACCE, from the site's web page, and through requests in a letter of introduction.

k. A completed Student Profile Information Packet is mailed to the clinical site at least 3 weeks before the internship is scheduled to commence. Students are instructed to contact the clinical site by phone and/or e-mail and are encouraged to visit the site prior to starting the clinical experience if possible. The Student Profile Information Form and student contact can help guide the CCCE in the selection of an appropriate CI and will help in the planning for the student's clinical experience.

l. The ACCE provides the clinical site with a copy of the current Surry Community College Physical Therapist Assistant Clinical Education Manual (or access to the manual via the internet) containing the program's clinical education philosophy, policies and procedures. Clinical course objectives, course syllabus, a description of completed PTA courses and a list of completed competencies are also included in the Student Profile Information Packet. Guidelines for PT/PTA role delineation and for student supervision and resources for help when working with students can be provided upon request. The facility also receives a Clinical Performance Instrument and Manual with instructions for evaluating the student using this APTA standardized evaluation form.

DURING THE CLINICAL EXPERIENCE

ITEMS THE STUDENT WILL BRING TO THE CLINICAL SITE:

a. Two copies of the "Clinical Performance Instrument." One copy is for the student to use to do a mid-term and final self-evaluation. The other copy is for the CI to use to perform the mid-term and final performance evaluation. The student's self-evaluation and the clinical instructor's evaluation of the student should be compared and discussed. These forms are to be returned to the ACCE after the clinical experience.

b. Copy of syllabus for clinical experience course and list of skills taught within the PTA program. These resources are to be shared with the clinical instructor.

c. Picture name tag that identifies them as a Student Physical Therapist Assistant.

d. Clipboard, pens (black), and journal.

e. Their best attitude and willingness to work hard and learn

ALL FORMS ARE TO BE RETURNED TO THE ACCE NO LATER THAN ONE WEEK AFTER THE COMPLETION OF THE CLINICAL EXPERIENCE.

Note: Students must make and keep a copy of any forms sent to the ACCE via mail.

POLICY: ATTENDANCE

Full-time status for each clinical experience will be determined by the site and communicated to the ACCE and the student prior to the student's arrival. In order to pass the clinical course, there will be no unexcused absences. Physician-excused absences or hospitalization will be made up at the discretion of the CI and the ACCE.

PROCEDURES: ATTENDANCE

If a clinical experience must be missed for any reason, the student must call **BOTH** the PTA Program ACCE and the clinical instructor before the student is scheduled to arrive at the clinical site for that day.

a. ALL time missed from the regularly scheduled clinical experiences will be made up at the discretion of the CI and the ACCE at a time mutually agreed upon between the student and clinical instructor.

b. If the student was absent due to an injury or has restrictions, the student must have a physician's letter stating the restriction.

c. If the student was absent due to an infectious disease, the student must submit proof of recovery if requested. Students contracting an infectious disease during the time they are participating in a full-time clinical experience must report that fact to both the college and to the clinical facility. Students should follow the clinical facility's policies and procedures when exposed to an infectious disease at the facility during the clinical experience.

d. If the number of days missed interferes with the student's ability to learn and meet the objectives of the clinical experience and/or interferes with the clinical instructor's ability to assess the student's performance, the CI and ACCE may decide to discontinue the clinical experience. The student must resolve the cause of the frequent absenteeism before resuming any further clinical experiences. The clinical experience that was discontinued will be considered failed and must be repeated.

e. While on the clinical experience, the student follows the schedule and holidays of the clinic as well as facility inclement weather policies.

f. A student may be excused from the clinical site to attend the NC Chapter APTA Fall or Spring Conference only if the student attends ALL days of the conference, and if the ACCE approves attendance at the conference.

POLICY: PROFESSIONAL BEHAVIOR

A professional appearance is required as part of the clinical experience. The student must follow the clinical education site's regulations for proper attire; the student must also be neat and appropriately groomed. The student will wear his/her SSC name tag which identifies the student as a "Student Physical Therapist Assistant." Patients must be made aware that a student is working with them and provide permission for treatment by a student. The student will demonstrate a professional manner at all times, remembering that he/she represents Surry Community College and the SCC PTA Program. Any patient contact with the student must be supervised by the CI. The student is required to continually protect patient confidentiality.

Students are required to present one inservice at each of their final two full time clinical experiences. The student should take the initiative to discuss this requirement with their clinical instructor. If a clinical site requests that a student present an in-service during the first clinical experience, the student must do so.

POLICY: COMMUNICATION BETWEEN STUDENT, ACCE, AND CI

The ACCE or a PTA Program faculty member will contact the student and CI at least once during the clinical experience. When problems or concerns arise, the clinical instructor and/or the student may contact the ACCE. However, the student has the responsibility to discuss problems and concerns with his/her CI and/or CCCE before calling the ACCE.

PROCEDURE: DETERMINATION OF SATISFACTORY PROGRESS OF CLINICAL EXPERIENCE

The final decision as to whether or not the student passes the clinical experience is made by the ACCE. This decision is a professional judgment based upon the following:

1. Scores for the final evaluation on the Clinical Performance Instrument.
There is a minimum criteria score which must be met to consider the clinical experience passed. The minimum acceptable scores are outlined in the CPI Expectation Form. This will guide the student and Clinical Instructor in the expectations for each clinical experience. The expectations increase as the student progresses in the program. A student will be allowed to progress in a particular clinical even if they do not meet the mid-term criteria as long as they are not deemed unsafe to continue.
2. Problems or concerns raised by the CI and student during the clinical experience and whether or not these were effectively resolved.
3. How the problems affect patient safety and patient care.
4. How the problems affect the student's chances of performing at entry level by graduation and during a probationary period on the first job.
5. Whether or not the problems fit a pattern of problems and concerns that were evident during the student's academic period.
6. ACCE consultation with the student's advisor, PTA Program Director, and CI.
7. The most effective manner in which the problems can be remediated.
8. The uniqueness or complexity of the clinical site.
9. Whether or not all outcomes on the course syllabus have been met.

ACCE PROCEDURES:

It is the belief of the SCC PTA Program that problems or concerns should be recognized early during the clinical experience and an action plan developed to help the student be successful.

Therefore, the ACCE procedures are:

1. Contact the student and the CI by telephone periodically during the clinical experience.
2. Strongly encourage the CI and student to meet weekly, identify and document problems or concerns that arose during the week, and set a plan for resolving those problems the following week.

3. When problems or concerns are brought to the attention of the ACCE, the ACCE may make a site visit to meet with the CI and student. The ACCE provides assistance with identifying the problem and developing a plan of action. **The ACCE has the right to remove a student at any time if he or she feels the clinical facility or anything associated puts the student's safety in jeopardy.**
4. The ACCE may attend the mid-term and/or the final evaluation meeting between the CI and the student for clarification and to enhance understanding of the situations.
5. Upon receiving the final evaluation, the ACCE assesses the scores on the CPI as compared to the expectations for that particular clinical internship to determine whether they meet the minimum required score. If it does not, and the ACCE was not aware of any problems or concerns which would cause the student to be unsuccessful in this clinical experience, the ACCE will call the clinical instructor for clarification on the scoring. The ACCE will meet with the CI, Program director and student to develop a plan of action which may include repeating the clinical experience.

WHEN THE STUDENT RECEIVES A "NO CREDIT" GRADE FOR THE CLINICAL EXPERIENCE:

1. The student is unable to progress in the program but can be considered for readmission the next year.

POLICY: SAFETY AND ROLE DILINEATION FOR ALL INDIVIDUALS INVOLVED IN CLINICAL EDUCATION

1. The SCC PTA Program promotes the safety of all individuals involved in the clinical education portion of the curriculum. This is done through procedures outlined in the Surry PTA Program Policy and Procedure Manual and the Surry Community College Clinical Education Manual. Safety training is included and emphasized throughout the PTA Program, in skill checks and practical exams, and in maintaining current certification in adult, infant, and child CPR.

2. Procedures:

The following safety procedures are agreed upon in the clinical affiliation agreement contracts between Surry Community College and the Clinical Facility.

1. MUTUAL RESPONSIBILITIES:

- a. The College and the Facility shall mutually agree to a schedule of student assignments to the Facility, including the number of students and the time periods of assignment. The number of students accepted at the Facility for assignment to a clinical area shall be under the control of the Facility. The College will provide information to the facility prior to the initiation of the clinical education experience, including dates of assignment, number of students, names and pertinent information about students.
- b. The College and the Facility shall each appoint a designated representative (see Facility responsibilities #5) to coordinate the clinical education experience and to work with the College's instructors and students to facilitate a meaningful learning experience.

- c. The College will withdraw any student from the clinical area upon written notice from the clinical facility stating the reason the student is unacceptable to the clinical facility.
- d. The parties agree not to discriminate against any person on the basis of race, color, creed, sex, national origin, or physical handicap.
- e. The College and Facility will notify each other promptly in the event problems/issues are encountered involving students, faculty, and/or Clinical Instructors or objectives.

2. COLLEGE RESPONSIBILITIES:

- a. The College shall retain responsibility for a student's education and for arranging for the student an appropriate clinical learning experience. The college will assume ultimate responsibility for determining and assigning a final grade for the clinical affiliation experience.
- b. The College or the student shall secure professional liability insurance coverage for the student's participation in the clinical education experience at the Facility in amounts not less than \$2,000,000 per occurrence and \$5,000,000 in the aggregate, and shall provide the Facility a certificate of insurance evidencing such coverage. The College shall require that the student have and maintain adequate health insurance.
- c. The College advises each student to comply with the physical examination and immunization requirements. The College shall assign to the Facility only those students who are, to the College's knowledge, in good health at the time of their clinical education experience. The College and the student shall, to the extent of their respective knowledge, inform the Facility of any special health problems or requirements any assigned student may have.
- d. The College shall inform all students and faculty members of those policies and procedures the Facility has made available to the College. The students shall comply with all rules, regulations, and policies of the facility at all times during the clinical education experience.
- e. Students and instructors will respect the confidential nature of all information that will come to them regarding patients and records.
- f. The College shall periodically provide written communication to the Facility regarding the Facility's performance in providing clinical education experiences, and such communication shall include general information on the students' evaluations of their experiences at the Facility. The College will, at the Facility's request, add appropriate additional questions to the College's student evaluation forms.
- g. The College will provide OSHA required training on blood borne pathogens to students prior to the start of the students' clinical experience.
- h. The College will advise students concerning facilities where they can obtain the Hepatitis B vaccination, or sign a declination form, prior to the start of the students' clinical experience.
- i. To the extent provided by the North Carolina Tort Claims Act, the college will be responsible for any and all claims, suits, actions, damages, and costs, incurred or sustained as a result of the acts or omissions of the College's employees or agents assigned to the facility.

3. FACILITY RESPONSIBILITIES:

- a. The Facility shall provide the premises and equipment necessary for the students' clinical education experience and for College certification and accreditation.
- b. The Facility will provide an employee to directly supervise the student experiences while at the Facility.
- c. The Facility shall provide the student access to first aid and emergency care for illnesses or accidents occurring to these persons while on the property of the Facility. The Facility shall be entitled to make a reasonable charge for such first aid and emergency care services. Any expense in emergency care will be the responsibility of the student.
- d. At the request of the College, the Facility will periodically provide the College with an evaluation of each students performance and progress.
- e. The Facility shall maintain responsibility for patient care while cooperating with the College faculty in making selected learning experiences available to students.
- f. If the clinical instructor teaches the student a skill that was not covered in the program, the clinical instructor is responsible for determining the competence of the student in performing the skill on patients. If the skill was taught within the PTA Program, the college is responsible for assuring competence with the skill.
- g. The Facility will create an atmosphere in which the PT/PTA relationship is appropriately role-modeled.

CLINICAL EDUCATION ASSESSMENT PROCESS

The clinical education program will be assessed annually as part of our PTA Program Annual Assessment Plan. SCC is committed to the continuous development of its clinical education program and faculty and will incorporate developmental activities to promote effective improvement. A copy of the PTA Program Assessment Plan can be obtained upon request form the PTA Program Director or ACCE.

STUDENT RECORDS POLICY

1. Responsibility for Security and Release of Students Records

Vice President of Student Development

2. Definition of Student Records

Surry Community College maintains accurate and confidential student records and recognizes the rights of students to have access to their educational and personal records in accordance with existing College policy and the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and its revisions. Records are defined as data of an administrative or educational nature normally stored in a student's cumulative record folder. The term "educational records" does not include the following:

- a. Records and documents of institutional personnel which are kept apart from educational records.
- b. Records on the student which are made or maintained by a physician, psychiatrist, psychologist, counselor, or other recognized professionals or paraprofessionals acting in their official capacity.

- c. Financial records on the parents of students.
- d. Records of instructional, supervisory and administrative personnel kept in their sole possession provided they are “not accessible or revealed to any other person except a substitute”.

3. Right to Inspect Student Records

An eligible student’s request to inspect or review his or her record shall be honored within a reasonable time by the Vice President of Student Development; in all cases, within 45 days after the initial request.

4. Release of Student Educational Records

Surry Community College may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date of birth, degrees, awards, dates of attendance, and enrollment status (full or part-time). Students wishing to have their directory information remain confidential must complete the “Request That Student Directory Information Be Withheld” Form, which is available in the Student Development Office.

Personnel who may have access to student records are following:

- * School officials within the local educational agency who have legitimate educational interests.
- * School officials of other local educational agencies in which the student needs to enroll
- * Certain authorized representatives of the State and Federal Government (PL 93-380).
- * Official representatives of a college, university, or other higher educational institution in connection with a student’s application for, or receipt of, financial aid.
- * All other persons may gain access to a student’s records only with the specific written consent of the eligible student.
- * Recipients of student records will be cautioned that student information may not be released to third parties without the consent of the eligible student.

Requests for confidential information shall not be honored without proper written consent for the release of such records by students. The written consent must specify the records or the specific data to be released and to whom it is to be released, and each request must be handled separately.

Exceptions to this policy are the following:

- * Requests for confidential information will be honored without prior consent of the student in connection with an emergency.
- * Official requests in connection with the audit and evaluation of federal or state supported programs or in connection with enforcement of federal or legal requirements which relate to such programs.
- * A lawfully issued subpoena or court order instructing the College not to disclose the existence or contents of the subpoena or the College’s response.
- * All other subpoenas. Eligible students will be provided with the opportunity to review and challenge their records prior to compliance of the school with the judicial order or subpoena.
- * An Ex Parte Order from the Attorney General of the United States in connection with the investigation or prosecution of terrorism crimes as specified in the U.S. Code.
- * Non-directory information required by the Immigration and Naturalization Service about International Students.
- * Persons or organizations providing financial aid to the student or determining financial aid decisions.

5. Request from Prospective Employers

Every effort shall be made to cooperate with prospective employers of Surry Community College graduates. Information given shall be of a general nature such as dates of enrollment, program of study, degree and awards received, etc.

Complaints

The Physical Therapist Assistant Program at Surry Community College engages in continuous and systematic evaluation and improvement. We welcome all comments, suggestions, ideas, and constructive criticism as part of that process. The Appeals Process that is outlined in the Academic Catalog provides a voice for current and prospective students, employees, and other affiliated persons. However, individuals in the community who do not have a formal affiliation with this institution or program are also welcome to provide comments according to the following policy.

1. This process is only for comments or concerns that cannot be addressed by existing grievance/due process procedures described in the SCC catalog or other SCC policy manuals.

2. Comments must be provided in writing and signed by the author. Anonymous submissions will not be acknowledged, nor will written comments provided on behalf of an anonymous source.

3. Comments must be submitted to the following:

PTA Program Director
Surry Community College
630 S. Main St.
Dobson, NC 27017

4. Clinical Instructors and CCCE's are asked to initially direct complaints to the ACCE. If adequate response is not received in a reasonable time frame, the complaint should be directed to the PTA Program Director.

5. The PTA Program Director shall respond to all comments within seven (7) days to further discuss and resolve the issue. If satisfactory resolution is not or cannot be reached, appeal may be made to the Associate Dean of Health Sciences within seven (7) days. The Associate Dean of Health Sciences will not become involved until all attempts to resolve the issue with the Program Director have been exhausted, unless the comment is directly related to the performance of the Program Director.

6. Records of all correspondence will be confidentially maintained by the Program Director for three (3) years. These records are not open to the public.

ACCE: Eric Willey, PTA

(336) 386-3508

PTA Program Director: Eileen Coleman, MPT

(336) 386-3513

Associate Dean of Health Sciences: Dr. Yvonne Johnson

(336) 386-3368

Summary of Skills Obtained Prior to 1st Clinical Experience

Modalities

- Hot packs
- Paraffin
- Cold packs
- Ice massage
- Contrast bath
- Ultrasound
 - Athermal
 - Direct Contact
 - Phonophoresis
 - Underwater
- Diathermy
- Low level laser therapy

Electrical Stimulation Modalities

- TENS, NMES, IFC, H-Volt
- Iontophoresis
- Basic Surface EMG/Biofeedback
- Combination (Ultrasound/stim.)

Assessment/Data Collection Techniques

- Posture
- Goniometry
- Manual Muscle Testing
- Vital Signs/cardiopulmonary assessment
 - Heart rate
 - Respiratory rate
 - Blood pressure
 - Pulse Oximetry

Traction

- Cervical (manual and mechanical)
- Lumbar (mechanical)

Hydrotherapy (classroom instruction only)

Universal/standard precautions and aseptic technique

Basic Massage/Soft Tissue Mobilization Techniques

Body Mechanics

Therapeutic Interventions

- Stretching
- Strengthening
- Aerobic conditioning
- Breathing ex./Coughing techniques
- Exercise progression
- Basic wound care
- Compression
- Transfers/Mobility/ADLs
- Balance and Coordination

Gait Training/Assistive Devices

- Crutches
- Canes
- Walkers
- Orthotics/Prosthetics

Wheel Chair Skills

Summary of Skills Attained Prior to Final Clinical Affiliations

Modalities

- Hot packs
- Paraffin
- Cold packs
- Ice massage
- Contrast bath
- Ultrasound
 - Athermal
 - Direct Contact
 - Phonophoresis
 - Underwater
- Diathermy
- Low level laser therapy

Electrical Stimulation Modalities

- TENS, NMES, IFC, H-Volt
- Iontophoresis
- Basic Surface EMG/Biofeedback
- Combination (Ultrasound/stim.)

Assessment/Data Collection Techniques

- Posture
- Goniometry
- Manual Muscle Testing
- Sensation
- Arousal/Orientation
- Vital Signs/Cardiopulmonary Assessment
 - Heart rate
 - Respiratory rate
 - Blood pressure
 - Pulse oximetry

Traction

- Cervical (manual and mechanical)
- Lumbar (mechanical)

Hydrotherapy (classroom instruction only)

Universal /standard precautions and aseptic technique

Basic Massage/Soft Tissue Mobilization Techniques

Body Mechanics

Therapeutic Interventions

- Stretching
- Strengthening
- Aerobic conditioning
- Basic exercise progression
- Compression
- Basic wound care
- Balance and Coordination
- Transfers/mobility/ADLs
- Neurodevelopmental Techniques

Gait Training/Assistive Devices

- Crutches
- Canes
- Walkers
- Orthotics/Prosthetics

Wheel Chair Skills

Weekly Student Self-Assessment/Reflection on Progress

SCC Student _____ Week: _____ Date: _____

	When and how I did this well:	When and how I could have done this better:	My plan for improvement:
1. The student will review daily with CI how her/his <i>verbal and non-verbal</i> communication affected their patient interaction for that day.			
2. The student will incorporate feedback from the CI into actual patient treatments.			
3. The student will take the initiative to communicate relevant information concerning patients to the CI or supervising PT.			
4. The student will respond appropriately and safely to changes in patients' physiological status.			
5. The student will demonstrate appropriate verbal communication with existing and new patients.			
6. The student will be able to <i>safely</i> direct and execute PT interventions per the POC including transfers, ROM, mobility, gait training and application of modalities with minimal input from CI.			

	When and how I did this well:	When and how I could have done this better:	My plan for improvement:
7. The student will display enthusiasm during patient treatments.			
8. The student will develop an appropriate treatment plan for all patients and review with CI before initiation of treatment.			
9. The student will discuss daily with the CI strategies for motivating patients.			
10. The student will design and implement an education component of her treatment with patients daily.			
11. The student will discuss the effectiveness of each treatment with the CI and make the appropriate recommendations for the next treatment with that patient.			
12. The student will show excellent initiation of conversation and new treatment ideas with each patient.			

*** In order to optimize the clinical learning experience, the student is expected to discuss any concerns regarding self assessment with the CI and/or ACCE at least weekly so an action plan can be made to address areas of potential performance deficit.

Case Study Form:

Number _____

Select four different patients from the case load at your clinical site and complete the following information. Be prepared to present to the class during the first week of fall term.

No Name or any identifying notations should be included in the Case Study.

Age:

Race:

Gender:

Primary Diagnosis:

Secondary Diagnosis:

Physical Therapy Diagnosis:

PMHx:

Current MHx.:

Social Hx.:

Family Involvement:

Employment:

Hobbies:

Faith or Spiritual Factors:

Pain (if it is an issue):

Meds/ Purpose:

Learning Potential:

Rehab Potential:

Patient's goals for Therapy:

Current Functioning Level:

Current Mobility Level:

Current Interventions:

Prognosis:

Discharge Plan:

Current Plan of Care:

PT Short Term Goals:

PT Long Term Goals:

Patient's outcome/ response to PT:

Other significant points of interest:

Signature: _____ Student PTA

Surry Community College
Physical Therapist Assistant Program
Overview of Clinical Site

Name of Facility: _____

Primary Classification: _____

Facility Address: _____

Approximate Distance from SCC: _____

Facility Phone: _____

CCCE Name, e-mail and
Phone: _____

Size of Facility: _____

Primary Patient Type/ Diagnoses Served: _____

Special Programs/ Learning Opportunities: _____

Hours of Clinical Operation: _____

Personnel (# of PTs, PTAs, etc.): _____

Required qualifications to serve as a CI to a Surry Community College Student PTA:

1) Is the clinician a currently licensed PT or PTA? _____

2) Does the clinician have at least one year of clinical practice experience? _____

3) Does the clinician have the interest and willingness to work with a student? _____

Housing: _____

Other Information: _____

Surry Community College
Physical Therapist Assistant Program
Site Visit Checklist

Name of facility: _____

Date of site visit: _____

- Verify : Primary setting classification + other appropriate categories
- Check for posted licenses
- Verify : Work hours?
- Verify : Personnel (# of PT's, PTA's, etc.)?
- Ask about PTA clinical education in own words (Teaching Style? Motivation? Attitude?)
- Ask about C.I.'s: Trained? Knowledge of PTA education? Willing or reluctant?
- Ask if we can help: Inservice with staff about serving in Clinical Education?
Interested in CI Credentialing Course?
Suggested Topics for Clin Ed Consortium Conference programming?
- Ask what kinds of students are wanted (long, short, early, late, etc.).
- Clarify ratio of CI's to students.
- Clarify level of supervision required for PTA: direct supervision (able to see student; same room or close by) and student supervision within specific clinical setting.
- ** Clarify : When are objectives discussed?
How do you provide students with an evaluation of performance (frequency of feedback)?
Any questions about the CPI?
- Verify : Predominant diagnoses; special learning opportunities/specialty areas (look at pool, wound care equipment, observe surgery?, etc.)
- Request/ Provide CSIF

Review Clinical Education Manual (and provide copy or how to access on SCC website):

- Philosophy of PTA Program
- Clinical Education policies: grading policy, resolution of clinical problems
- Clinical Performance Instrument
- Physical Therapist Assistant Student Evaluation
- Student forms
- Guidelines/Self-Assessments
- Overview of curriculum

*Distinctives/ Comments re: SCC PTA Program/student preparedness:

*Was communication from SCC adequate and available to CCCE/CI in time to prepare for student? Y/N

*Would developmental activities provided by SCC help you to effectively serve as a Clinical Instructor?

Y/N _____

Surry Community College
Physical Therapist Assistant Program

Midterm Visit/Phone Report
Clinical Rotation: I, II, III

Facility Name: _____

Clinical Instructor: _____

Student: _____

Date of On-Site Visit/Call: ___/___/___

I. A = Acceptable; U = Unacceptable; E = Exceeds Expectations; N = Not Observed
X = area for increased focus for remainder of rotation

___ safety ___ punctual ___ attire ___ initiative ___ accepts criticism
___ interactions ___ ethics ___ legal ___ verbal commun. ___ non-verbal com.
___ documentation ___ decision making ___ educating ___ time management
___ fiscal management ___ modalities ___ ther ex ___ anatomy ___ body mech.
___ confidence ___ clinical skills ___ progression ___ billing ___ goniometry
___ MMT ___ chart review

II. Summary:

III. Passing/Failing: _____

IV. Plan:

V. Clinical Instructor Effectiveness:

ACCE: _____

CI: _____

SPTA: _____

**SCC PHYSICAL THERAPIST ASSISTANT PROGRAM
ACTION PLAN FOR RESOLUTION OF CLINICAL PROBLEMS**

Name: _____ Date: _____ Clinical #: _____

Name of Clinical Facility: _____ CI Name: _____

IDENTIFY THE PROBLEM:

- What specific problems are identified? _____

- Which of the specific criteria in the CPI is the problem associated with?

COUNSEL THE STUDENT:

- Has the CI expressed concern to the student and made suggestions to rectify the weaknesses?

- What were those suggestions? _____

- What was the student's response to those suggestions? _____

- Date of counseling: _____

NOTIFICATION OF ACCE and CCCE:

- Were the ACCE and CCCE notified immediately? _____
- Date they were notified: _____

DOCUMENTATION:

- What type of documentation was used? _____

- Were goals set with a plan of how to reach them developed? _____

FOLLOW-UP:

- How did the CI follow up on the plan and if the student was meeting the goals? _____

INSUFFICIENT PROGRESS:

- Date ACCE contacted about continued concerns: _____
- Date for scheduled meeting between CI, CCCE, ACCE, and student: _____

REMEDICATION PLAN:

- What type of remediation plan was implemented? _____

SUPERVISION OF STUDENT:

- What type of supervision is the student being given? _____

PROGRESS TOWARDS GOALS:

- How is the student progressing toward the goals that were set in the remediation plan?

- In what ways has the student shown insufficient progress toward goals?

- What was determined from the meeting with the CI, CCCE, ACCE, and student?

COMPLETION OF APPROPRIATE DOCUMENTATION:

- Was the midterm/final evaluation of the student's performance completed in the CPI?

- Was all other appropriate documentation attached to the CPI or this form?

COMMENTS: _____

ACCE SIGNATURE: _____ **DATE:** ___/___/___

Surry Community College
CPI expectations for each clinical at Midterm (M) and at Final (F)

PTA 180 M/F	PTA 260 (1) M/F	PTA 260 (2) M/F	CPI Criteria
50/70	70/85	90/100	1. Performs in a safe manner that minimizes risk to the patients, self, and others.
60/75	75/85	90/100	2. Conducts self in a responsible manner.
60/75	75/85	90/100	3. Interacts with others in a respectful manner.
60/75	75/85	90/100	4. Adheres to the ethical standards.
60/75	75/85	90/100	5. Adheres to the legal standards.
40/60	60/75	75/95	6. Communicates in ways that are congruent with situational needs.
30/50	50/70	70/95	7. Produces documents to support the delivery of physical therapy services.
60/70	70/80	80/100	8. Delivers established patient care to reflect respect for and sensitivity to individual differences.
40/50	50/65	65/95	9. Participates in patient status judgments within the clinical environment based on the POC established by the PT.
50/60	60/75	75/100	10. Obtains accurate information by performing selected data collection consistent with the POC established by the PT.
20/45	45/70	70/100	11. Discusses the need for modifications to the plan of care established by the physical therapist.
35/50	50/75	75/100	12. Performs physical therapy interventions in a technically competent manner.
30/50	50/70	70/95	13. Educates others* using relevant & effective teaching methods.
20/30	30/50	50/90	14. Participates in activities addressing quality of service delivery.
20/40	40/60	60/90	15. Participates in addressing patient needs for services other than physical therapy.
20/45	45/65	65/90	16. Manages resources (eg, time, space, and equipment) to achieve goals of the clinical setting.
10/25	25/50	50/90	17. Participates in fiscal management of the physical therapy clinical setting.
20/40	40/60	60/100	18. Uses physical therapy aides, and other support personnel according to legal standards and ethical guidelines.
40/60	60/75	75/95	19. Implements a self-directed plan of career development and lifelong learning.
30/50	50/75	75/95	20. Assist the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

* (pt, family, caregivers, staff, students, other health care providers)