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PHYSICAL THERAPIST ASSISTANT PROGRAM
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PTA Program Clinical Educators' Handbook

This handbook is designed to assist clinical instructors, faculty, and clinical education coordinators in providing comprehensive and dynamic clinical experiences for the PTA students at the State College of Florida.

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State College of Florida PTA Program
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Dear Clinical Educator,

On behalf of the State College of Florida and the Physical Therapist Assistant Program faculty, I welcome you to our team. Your expertise is invaluable as we prepare our students to become skilled Physical Therapist Assistants. It is an honor to have dedicated professionals working with us as we prepare students to become competent Physical Therapist Assistants with the knowledge, skills, and attitudes expected of them at the entry-level.

Clinical training is an essential curriculum component, and our handbook is designed to support students as they transition from theory to practice. It covers the roles of Clinical Instructors (CIs) and the Academic Coordinator of Clinical Education (ACCE). It also outlines course objectives, clinic assessments, and program forms. Understanding these resources will help us meet our program's mission and goals effectively.

If you have questions or concerns about the program, feel free to contact me or anyone else in our department.

Looking forward to working together!

Warm regards,

SCF PTA Program Director

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Section 1: The SCF PTA Program

PTA Program Mission

The SCF Physical Therapist Assistant Program is guided by measurable standards of excellence and seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that fosters the student's development of competent practitioners with the knowledge, skills, and attitude expected of an entry-level physical therapist assistant.

PTA Program Philosophy

The philosophy of the PTA Program reflects the mission of the State College of Florida, Manatee-Sarasota. The program provides a learning environment that facilitates the achievement of educational, professional, and personal goals of students as they are prepared for the job market. The program is designed to incorporate key concepts of prevention, diagnosis, treatment, and rehabilitation of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills that are needed to promote the enhancement of physical health and functional abilities to carry out daily tasks safely across the individual's lifespan.

The program assists the student in integrating scientific principles, using critical thinking, making sound decisions, and acting responsibly according to the profession's standards of practice. Learners in the Physical Therapist Assistant Program are a group of self-motivated adults, diverse in experiences, cultural, religious, and educational backgrounds. To best meet the learner's needs, the teaching-learning process is designed to be flexible, individualized, and collaborative. To further support effective learning, educational materials used in the program are frequently updated to be relevant and applicable to current PTA practice.

The physical therapist assistant works under the direction of a licensed physical therapist and participates in assessment by observational, verbal, or manual determinations of function relative to physical therapy. The assistant helps implement treatment plans and achieve goals that aim to develop and restore functions of the musculoskeletal and neuromuscular systems. The physical therapist assistant maintains open communication with the supervising physical therapist to ensure that interventions and plans remain appropriate and reflect the goals of the individual.

The physical therapist assistant provides services to individuals whose abilities to perform tasks of daily living are threatened or impaired by disability, injury, disease, or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower these individuals to meet these needs.

Education for the physical therapist assistant does not end in the classroom. It is lifelong and dynamic and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. It is the role of the faculty to facilitate learning through a multitude of opportunities and experiences. The faculty is also responsible for evaluating

student learning and readiness through formative and summative assessments. On the other hand, the student's role is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice.

The practice of the PTA reflects critical thinking, clinical accountability, and a commitment to compassionate care. This may take place in various health care settings where policies and procedures exist, and resources are available. As a member of the profession, the PTA acts and practices within the ethical and legal framework of the profession and is accountable for making decisions based on their scope of practice. The graduate is expected to assume responsibility for continued growth in self-awareness and maintaining clinical relevance and competence. ~~(08)~~

Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
 - 1.1. Assist the physical therapist in gathering assessment data through effective interviewing skills, screening methods, and testing procedures.
 - 1.2. Collaborate with the client, their family members and/or significant others, caretakers, therapists, and other members of the health team in developing appropriate plans of treatment and care.
 - 1.3. Implement the plan of care accurately and safely, engage clients and their families in the rehabilitation program, and facilitate their involvement in the client's overall functional recovery.
 - 1.4. Identify individual client needs and goals and use available resources to assist in meeting these.
 - 1.5. Participate with the client, family members and/or significant others, caretakers, therapists, and other members of the health team in evaluating the individual's progress toward meeting identified goals related to function and quality of life.
2. Use effective and efficient communication, organization, and collaboration skills to assist in managing physical therapy services.
 - 2.1. Establish positive professional relationships in the health care setting.
 - 2.2. Use communication skills in interacting with the clients, their family members and/or significant others, caretakers, therapists, and other members of the health team to foster the individual's progress toward meeting identified goals.
 - 2.3. Effectively communicate client responses to treatment interventions both orally and in writing.
 - 2.4. Demonstrate efficient and collaborative management skills in planning and implementing physical therapy program intervention.
3. Incorporate values and attitudes congruent with the profession's standards and ethics.
 - 3.1. Maintain confidentiality of client information.
 - 3.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
 - 3.3. Follow and abide by the Guide to Physical Therapy Practice.
 - 3.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.
4. Pursue experiences, activities, and continuing education opportunities that foster personal and professional growth.

Physical Therapist Assistant Program Curriculum

Total Credit Hours: 74

SPRING	Hours/Week			CREDITS
	LEC	LAB		
BSC 2085C	*Anatomy and Physiology I	3	3	4
ENC 1101	*Written Communications I	3	0	3
PSY 2012	*General Psychology	3	0	3
Mathematics +	*Choose from Area II, AS	3	0	<u>3</u>
	Total			13

*These courses **MUST** be completed **before** entry into the Physical Therapist Assistant Program.

FALL	Hours/Week			CREDITS
	LEC	LAB		
BSC 2086C	Anatomy and Physiology II	3	3	4
PHT1007C	Introduction to Physical Therapy and Patient Care	3	6	5
PHT1124C	Applied Anatomy and Kinesiology	4	6	<u>6</u>
	Total			15

SPRING	Hours/Week			CREDITS
	LEC	LAB		
PHT 1211C	Disabilities and PT Procedures I (11 weeks)	6	9	6
PHT 2337C	Disabilities and PT Procedures II (11 weeks)	6	5	5
PHT 1800L	Clinical Experience I (4 weeks)	0	40	<u>4</u>
	Total			15

FALL	Hours/Week			CREDITS
	LEC	LAB		
POS 1041 or AMH 1020	American Government or U.S. History 1877 to Present	3	0	3
DEP 2004	Human Developmental: Life Span	3	0	3
PHT 2321	Disabilities and PT Procedures III (10 weeks)	6	8	<u>5</u>
PHT 2810L	Clinical Experience II (10 weeks)	0	40	<u>6</u>
	Total			17

SPRING	Hours/Week			CREDITS
	LEC	LAB		
Humanities	Choose from Area IV, AS Gen Education Courses	3	0	3
PHT 2820L	Clinical Experience III (7 weeks)	0	40	8
PHT 2931	Trends in Physical Therapy	3	0	<u>3</u>
	Total			14

The Academic Coordinator of Clinical Education (ACCE)

The Academic Coordinator of Clinical Education instructs, directs, and supervises the students in their clinical rotation assignments. The ACCE ensures that clinical rotations meet the standards as outlined by the State College of Florida and the Commission on Accreditation of Physical Therapy Education (CAPTE). The ACCE coordinates to make sure that clinical rotation experiences align with the didactic segment of the program.

Responsibilities of the ACCE:

1. Accept instructional responsibilities as agreed upon in cooperation with the college administration.
2. Develop laboratory assignments that support and enhance the learning and application of physical therapy procedures and techniques.
3. Supervise students in laboratory procedures.
4. Work with other PTA faculty in curriculum review and program development.
5. Establish student placements in clinical sites to ensure equal opportunities for every student.
6. Visit clinical sites throughout each student experience and maintain regular contact with students and clinical instructors. Visits may be in person, via phone, or conducted by appointed clinical education faculty.
7. Maintain positive relationships with rotation sites including site clinical coordinators of education, program directors, site managers and supervisors, and clinical instructors.
8. Coordinate all the paperwork required for proper documentation of the clinical experience.
9. Determine and record students' grades for assigned lectures, laboratory sessions, and clinical experiences.
10. Evaluate clinical education faculty each semester to ensure adherence to program policies, procedures, and philosophy.
11. Participate in recruitment efforts for the program.
12. Maintain regular office hours for student conferences and meetings.
13. Plan for and coordinate clinical instructors' meetings and/or clinical instructor educational opportunities.
14. Maintain current state licensure.
15. Maintain knowledge of current practice trends in physical therapy by participating in professional activities, membership in practice organizations, and critical review of relevant literature.

The Clinical Instructor (CI)

Minimum Qualifications:

1. Current valid Florida PT/PTA license.
2. Minimum of one year experience in the field.
3. Acceptance of the position of CI for a SCF PTA student.

Preferred Qualifications:

1. APTA Certified Clinical Instructor

Responsibilities of the CI:

1. Serve as a liaison between the clinical education site and the State College of Florida.
2. Attend clinical instructor-faculty meetings and faculty development programs as scheduled.
3. Arrange clinical experiences that allow the student to practice skills and become competent according to the program objectives.
4. Instruct and supervise the student in demonstrating clinical skills in line with program objectives.
5. Regularly communicate with and provide timely feedback to the student regarding safe patient handling and care.
6. Immediately communicate with the Academic Coordinator of Clinical Education (ACCE) if a student is not making acceptable clinical progress, or if any behavioral, ethical, or liability-related concerns arise.
7. Evaluate the student's performance using the program's competency evaluation procedures, which are both formative (ongoing) and summative (midterm and final).
8. Keep records of student attendance and performance.
9. Ensure that students adhere to applicable policies included in the State College of Florida Health Profession Division and the PTA Student Handbook.
10. Help students schedule efficiently, including lunch breaks and make-up time if necessary.
11. Facilitate access to equipment used in physical therapy practice for education and training.
12. Help the student answer questions on policies and procedures of the clinical education site.
13. Coordinate with the ACCE to ensure a professional atmosphere during all educational activities.
14. Use the proper channels for effective communication between the students, the ACCE, and the clinical education faculty.
15. Maintain current licensure in the state of Florida and meet continuing education requirements.

General Program Information

Pre-requisite Courses

BSC 2085 – Anatomy and Physiology 1 (Lecture and Laboratory)
ENC 1101 – Written Communication I
PSY 2012 – General Psychology
MTH – Area II Mathematics, A.S.

Course Objectives:

Course objectives for all didactic coursework within the PTA program may be found in [Section 2](#). Course objectives for Clinical Experiences I, II, and III may be found in [Section 3](#). These learning objectives will be used as a guideline for evaluating the student's knowledge and clinical skills.

Professional Liability Insurance:

All Clinical Instructors who teach in the college's health division programs are part of the college's clinical education team, which provides coverage under the college professional liability insurance policy and the student blanket liability (malpractice) insurance policy.

Student Liability and Accountability:

All health science program students enrolled in clinical courses are covered by the college's blanket liability insurance policy. The cost of this insurance is included in the course fees. The students must sign an injury/exposure informed consent and confidentiality statement at the beginning of each program assuring their understanding of the risks involved as a health care professional and the importance of keeping all information obtained in the clinical setting confidential.

Faculty supervising students in the clinical setting are responsible for delegating patient care assignments within the student's level of knowledge and competence as they progress through the program. This responsibility for delegation is guided by the scope of practice for physical therapist assistants under Florida statutes and by the specific competencies identified in the clinical course objectives. Using these guidelines, the clinical instructor can be assured of the students' accountability for their actions. Note that students do not function in the clinical area under the clinical instructor's license but they are accountable for maintaining acceptable standards of practice for their level of education.

The Clinical Performance Assessment Tool (CPAT):

Student clinical performance is evaluated based on specified levels of technical and professional competency in the criteria listed in the Clinical Performance Assessment Tool (CPAT). The evaluation form and instructions for completing the form are included in this manual.

Standards throughout the PTA program require that students achieve a minimum passing grade of 70% on all major components of all coursework to progress through the program. The same standards apply for all Clinical Experiences. Students are graded on an A through F scale. See the course syllabi for specific grading criteria and this handbook for general guidelines.

Student Evaluation

Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (ongoing) and summative (at the end of the course). Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Performance Assessment Tool (CPAT) based on specified levels of technical and professional competency. Additional objectives are measured on written assignments and oral presentations and are evaluated by the ACCE and program faculty.

All these evaluations and requirements are reviewed by the ACCE. **The final clinical grade is determined by the ACCE.** Grading criteria for Clinics I, II, and III are specific to the course and are in Section 3 of this handbook.

Section 2: Core PTA Courses Learning Objectives

PHT 1007C Introduction to Physical Therapy and Patient Care

Date:	Fall – Year 1	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment

COURSE DESCRIPTION: 5 credit hours - 3 hours lecture, 6 hours laboratory per week. This course introduces the student to the history and philosophy of physical therapy and the role of the physical therapist assistant. Beginning patient care procedures are discussed. Students will practice professional interpersonal communication and clinical documentation skills. Basic therapeutic modalities and patient care techniques are introduced and practiced. Additional special fees are required.

Prerequisites: Admission to the PTA Program, BSC 2085C, and Mathematics (from Area II A.S.), ENC 1101, and PSY 2012 with a grade of “C” or better.

Corequisite: Concurrent enrollment in PHT 1124C and completion of or concurrent enrollment in BSC 2086C.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Discuss the history of physical therapy and the roles of the physical therapist and the physical therapist assistant.
2. Act professionally following legal guidelines of practice, the APTA Guide for Conduct of the PTA, and the Standards of Ethical Conduct (APTA).
3. Apply awareness of cultural competency and the values of inclusiveness and equality in caring for diverse patients/clients throughout the lifespan.
4. Gather assessment data through efficient data collection and chart review, effective communication, and interviewing skills.
5. Apply the principles of body mechanics in performing basic patient/client care skills safely.
6. Utilize scientific principles to safely implement selected components of interventions identified in the plan of care and treatment.
7. Demonstrate isolation and sterile techniques and practice standard precautions during patient care.
8. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, clinic setting preferences, and other regulatory agencies.
9. Identify the purposes and basic concepts of research in professional literature related to physical therapy.

PHT 1124C Applied Anatomy and Kinesiology

Date:	Fall – Year 1	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment

COURSE DESCRIPTION: 4 credit hours - 4 hours class, 6 hours laboratory per week. This is a course designed to assist students in applying principles from the biological sciences to the biomechanical principles of human movement. Principles of exercise are introduced, and manual muscle testing, goniometric measurement, gait assessment, and training are discussed and practiced. A mandatory lab accompanies this course.

Prerequisites: Admission to the PTA program; completion of BSC 2085C, MAT 1033 or higher, PSY 2012, and ENC 1101 with a grade of "C" or better.

Corequisite: Concurrent enrollment in PHT 1007C and completion of or concurrent enrollment in BSC 2086C.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Apply principles of anatomical structure and function to the biomechanics of human movement.
2. Apply kinesiological principles to patient/client assessment and treatment.
3. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures related to joint integrity and mobility, range of motion, muscle performance, pain, posture and gait.
4. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
6. Act professionally following legal guidelines of practice, the APTA Guide for Conduct of the PTA, and the Standards of Ethical Conduct (APTA).
7. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 1211C Disabilities and Physical Therapy Procedures I

Date:	Spring – Year 1	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment

COURSE DESCRIPTION - 6 credit hours - 6 hours class, 9 hours laboratory per week for 11 weeks. The didactic portion of this course emphasizes rehabilitation as it relates to orthopedic diagnoses, disabilities, and surgeries. Specific principles that guide the use of therapeutic modalities, such as heat, cold, sound, therapeutic electrical stimulation, and traction are discussed and practiced in the laboratory. Students will study various types and models of equipment and the rationale for their use.

Prerequisites: PHT 1007C, PHT 1124C, and BSC 2086C with a grade of "C" or better.

Corequisite: PHT 1800L and PHT 2337C.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Identify the etiology, manifestation, and rehabilitation for common injuries and disorders of the musculoskeletal system.
2. Identify the effects of various therapeutic exercises and manual therapy techniques used in the treatment of injuries and disorders of the musculoskeletal system.
3. Identify the biophysical effects of various therapeutic modalities used in the treatment of injuries and disorders of the musculoskeletal system.
4. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the supervising physical therapist.
5. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
6. Act professionally following legal guidelines of practice, the APTA Guide for Conduct of the PTA, and the Standards of Ethical Conduct (APTA).
7. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 2337C Disabilities and Physical Therapy Procedures II

Date:	Spring – Year 1	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment

COURSE DESCRIPTION: 5 credit hours - 6 hours class, 5 hours laboratory per week for 11 weeks.

The didactic portion of this course emphasizes rehabilitation as it relates to orthopedic diagnoses, disabilities, and surgeries. Specific principles that guide the use of therapeutic modalities, such as heat, cold, sound, therapeutic electrical stimulation, and traction are discussed and practiced in the laboratory. Students will study various types and models of equipment and the rationale for their use.

Prerequisites: PHT 1007C, PHT 1124C with a grade of "C" or better.

Corequisite: PHT 1800L and PHT 1211C

Course Objectives:

Upon completion of this course, the student will be able to:

1. Identify etiology, manifestation, and rehabilitation for common injuries and disorders associated with various body systems and disease processes, including, but not limited to:
 - a. Amputations
 - b. Cardiac System
 - c. Chronic Fatigue Syndrome
 - d. Disordered Eating
 - e. Endocrine System
 - f. Fibromyalgia
 - g. Integumentary System
 - h. Lymphatic System
 - i. Men's and Women's Health
 - j. Obstetrics
 - k. Oncology
 - l. Respiratory System

2. Identify the effect of various therapeutic exercise techniques for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
3. Identify the biophysical effects of various therapeutic modalities for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
4. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
5. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care.
6. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
7. Act professionally following legal guidelines of practice, the APTA Guide for Conduct of the PTA, and the Standards of Ethical Conduct (APTA).
8. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 2321C Disabilities and Physical Therapy Procedures III

Date:	Fall – Year 2	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment

COURSE DESCRIPTION: 5 credit hours - 6 hours class, 8 hours laboratory per week for 10 weeks.

This course introduces students to the study of neuromotor development and the treatment and rehabilitation of pediatric and adult neurologic diseases, disorders, and disabilities through physical therapy intervention. Additional special fees apply.

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 2337, and PHT 1800L with a grade of “C” or better

Corequisite: PHT 2810L

Course Objectives:

Upon completion of this course, the student will be able to:

1. Identify the normal motor, cognitive, and sensory developmental sequence.
2. Compare and contrast the normal and abnormal development sequences.
3. Identify etiology, manifestation, and rehabilitation for common pediatric and adult neurologic injuries, dysfunctions, disorders, and diseases.
4. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care.
5. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation of common pediatric and adult neurologic injuries, dysfunctions, disorders, and diseases.
6. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
7. Act professionally following legal guidelines of practice, the APTA Guide for Conduct of the PTA, and the Standards of Ethical Conduct (APTA).
8. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 2930 Trends in Physical Therapy

Date:	Spring– Year 2	Instructor:	TBD
Schedule:	Lec: TBD; Lab: TBD	Department Phone:	(941) 752-5346
		Office Hours:	By appointment
COURSE DESCRIPTION: 3 credit hours - 6 hours class per week for 8 weeks. This course includes an exploration of legal, ethical, and business issues related to the practice of physical therapy; current issues and trends in health care delivery; licensure, continuing education, career development, and concepts of professionalism. A collaborative community service project will be included in this course. Additional special fees are required.			
Prerequisites: PHT 2321C with a grade of C or better			
Corequisite: PHT 2820L			

Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of legal and ethical guidelines and standards of practice for physical therapist assistants.
2. Discuss legal and ethical issues related to the practice of physical therapy.
3. Discuss current issues and trends related to health care delivery, including legislative and regulatory issues, and clinical practice trends.
4. Discuss the importance of continuing competence, career development, and planning.
5. Identify steps in the initial licensing process and requirements for maintaining licensure.
6. Demonstrate competence in the employment search process.
7. Work collaboratively to create a product/program that serves the needs of a defined community.
8. Integrate appropriate evidence-based resources to support clinical decision-making.

Section 3: Clinical Experiences

Date: Spring Semester – Year 1

Schedule: Full-Time Monday – Friday (4 weeks)

Course Description: 4 credit hours - 40 hours of clinical experience x 4 weeks

This course introduces the student to beginning professional practice in the clinical setting. Application of skills in selected situations is the emphasis of this course. Additional Special Fees are required

Prerequisites: Completion of PHT 1007C and PHT 1124C with a grade of “C” or better.

Co-requisites: Concurrent enrollment in PHT 1211C and PHT 2337C

PHT 1800L Clinical Experience I

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Site Coordinator of Clinical Education (SCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients, Family Members and caregivers
 - d. Interprofessional team members
 - e. Consumers, payers, and policymakers
2. Act professionally following the APTA Guide for Conduct of the PTA and the Standards of Ethical Conduct.
3. Apply the principles of the teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
4. Safely implement all components of interventions identified in the plan of care for the treatment and rehabilitation of patients/clients in the clinic.
5. Demonstrate standard precautions, sterile techniques, and proper isolation precautions in the administration of patient/client care in the clinic.
6. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
7. Participate in selected aspects of practice management and activities in the clinical setting.
8. Participate in the assessment of patient progress within the clinical environment based on the plan of care established by the physical therapist.
9. Demonstrate accurate documentation that follows guidelines and specific format required by the state practice acts, the practice setting, and/or other regulatory agencies.

10. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 2810L Clinical Experience II

Date: Fall Semester – Year 2

Schedule: Full-Time Monday – Friday (6 weeks)

Course Description: 6 credit hours - 40 hours of clinical experience x 6 weeks and 1 week of oral presentations. This clinical practical encourages the student to further develop patient assessment and treatment skills. The student applies knowledge from classroom and laboratory activities to clinical practice. Case study presentations and discussions enhance the application process.

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 1800L, and PHT 2337C with a grade of “C” or better.

Co-requisites: Concurrent enrollment in PHT 2321C.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Site Coordinator of Clinical Education (SCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients, Family Members and Caregivers
 - d. Interprofessional team members
 - e. Consumers, payers, and policymakers
2. Act professionally following the APTA Guide for Conduct of the PTA and the Standards of Ethical Conduct.
3. Apply the principles of the teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
4. Safely implement all components of interventions identified in the plan of care for the treatment and rehabilitation of patients/clients in the clinic.
5. Demonstrate standard precautions, sterile techniques, and proper isolation precautions in the administration of patient/client care in the clinic.
6. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
7. Participate in selected aspects of practice management and activities in the clinical setting.
8. Participate in assessing patient progress within the clinical environment based on the physical therapist's care plan.
9. Demonstrate accurate documentation that follows guidelines and specific format required by the state practice acts, the practice setting, and/or other regulatory agencies.
10. Integrate appropriate evidence-based resources to support clinical decision-making.

PHT 2820L Clinical Experience III

Date: Spring Semester – Year 2

Schedule: Full-Time Monday – Friday (7 weeks)

COURSE DESCRIPTION: 8 credit hours - 40 hours of clinical experience x 7 weeks

The final clinical course is a comprehensive experience that prepares the student to function as a competent entry-level physical therapist assistant. The focus is on progressing patient care, time management, and the application of skills and knowledge to entry-level.

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1800L, PHT 2321C, PHT 2337C, and PHT 2810L with a grade of “C” or better.

Co-requisites: Concurrent enrollment in PHT 2931.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Site Coordinator of Clinical Education (SCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients, Family Members and Caregivers
 - d. Interprofessional team members
 - e. Consumers, payers, and policymakers
2. Act professionally following the APTA Guide for Conduct of the PTA and Standards of Ethical Conduct.
3. Apply the principles of the teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
4. Safely implement all components of interventions identified in the plan of care for the treatment and rehabilitation of patients/clients in the clinic.
5. Demonstrate standard precautions, sterile techniques, and proper isolation precautions in the administration of patient/client care in the clinic.
6. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
7. Participate in selected aspects of practice management and activities in the clinical setting.
8. Participate in assessing patient progress within the clinical environment based on the physical therapist's care plan.
9. Demonstrate accurate documentation that follows guidelines and specific format required by the state practice acts, the practice setting, and/or other regulatory agencies.
10. Integrate appropriate evidence-based resources to support clinical decision-making.

Grading Criteria for Clinical I, II, III

The expected level of satisfactory student performance as measured by the clinical performance instrument depends on the student's education level and experiences with the program.

Clinic I Grading Criteria

Initial Clinical Experience: PHT 1800L (4 weeks)

Students have completed technical coursework including basic patient care, treatment of orthopedic conditions, treatment of systems-based conditions excluding neurologic conditions, application of therapeutic modalities, and application of general therapeutic exercises and functional training.

At the end of Clinic I, students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area
2. By the Final CPAT, the student will score a 2 or higher on at least 70% of all rated elements.

Additional course objectives are measured on written assignments and oral presentations, evaluated by the ACCE and program faculty. The final clinical grade is determined by the ACCE.

The grade for this course will be determined by the following weighted scale:

1. Clinical Performance Assessment Tool and Attendance: Weighted at 50% of the overall course grade
2. Clinical Written Assignments: Weighted at 40% of the overall course grade
3. Clinical Presentation: Weighted at 10% of the overall course grade

Clinic II Grading Criteria

Intermediate Clinical Experience: PHT 2810L (6 weeks)

The second overall clinical experience occurs immediately following the completion of all didactic coursework including pediatric and adult neurologic conditions.

At the end of Clinic II, students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area.
2. By the Final CPAT, the student will score a 3 or higher on at least 70% of all rated elements.

Additional course objectives are measured on written assignments and oral presentations, evaluated by the ACCE and program faculty. The final clinical grade is determined by the ACCE.

The grade for this course will be determined by the following weighted scale:

1. Clinical Performance Assessment Tool and Attendance: Weighted at 50% of the overall course grade
2. Clinical Written Assignments: Weighted at 30% of the overall course grade
3. Clinical Presentation: Weighted at 20% of the overall course grade

Clinic III Grading Criteria

Terminal Clinical Experience: PHT 2820L (7 weeks)

This rotation represents the third and final clinical rotation and the second following completion of all didactic coursework.

Student performance ratings are expected to progress towards and meet entry level. At the end of Clinic III, students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area.
2. By the Final CPAT, the student will score a 4 or higher on at least 70% of all rated elements.

Additional course objectives are measured on written assignments and oral presentations, evaluated by the ACCE and program faculty. The final clinical grade is determined by the ACCE.

The grade for this course will be determined by the following weighted scale:

1. Clinical Performance Assessment Tool and Attendance: Weighted at 50% of the overall course grade
2. Clinical Written Assignments: Weighted at 30% of the overall course grade
3. Clinical Presentation: Weighted at 20% of the overall course grade

Section 4. Clinical Experience Forms

Student Log

Grades:

Clinical I _____
Clinical II _____
Clinical III _____

Student name: _____ **Class of :** _____

Student's instructions for use:

This Student Log is a tool for you and your Clinical Instructor to use to facilitate appropriate goal setting, supervision requirements, and planning of clinical experiences. Completion of this log is required prior to the first Clinical experience, and at the end of each Clinical Experience thereafter. You must return it with your Clinical Performance Assessment Tool (CPAT) at the end of each Clinical Experience. **A final grade for each clinical experience will not be issued until both the log and the CPAT have been completed and returned to the ACCE.** The Log will be returned to you prior to each Clinical Experience for you to review with your next Clinical Instructor. Please be sure to have the Clinical Instructor sign your log **after** each clinical experience.

Step I:

Prior to your first Clinical Experience, rate your "Interventions" and "Data Collection Skills" according to the legend on the 2nd page. Take the Student Log with you and review it with your Clinical Instructor during your clinic orientation.

Step II:

During Clinic I, document the types of patients you see, and the interventions you performed in the student log on a weekly basis. After Clinic Experience I, again rate your "Interventions" and "Data Collection Skills" according to the legend on page 2. **Ask your Clinical Instructor to sign the log indicating that the information is correct.** Turn in your Log when you submit the CPAT at the end of **each** Clinical Experience.

Step III:

Prior to Clinic Experience II, your previously completed log will be returned to you. Update the log to include any new areas that you have covered in Disabilities & Procedures III class. Review this log with your new Clinical Instructor to assist with setting goals for this clinical experience. During Clinic II, again document the types of patients you see, and the interventions you perform in the student log on a weekly basis. At the completion of Clinic Experience II, again rate your "Interventions" and "Data Collection Skills" according to the legend on page 2. **Ask your Clinical Instructor to sign the log indicating that the information is correct.** Turn in your completed Log when you submit your CPAT at the end of the Clinical Experience.

Step IIII:

Prior to Clinic Experience III, your log will again be returned to you. Review this log with your new Clinical Instructor to assist with setting goals for this final clinical experience. During Clinic III, continue to document the types of patients you see, and the interventions you perform in the student log on a weekly basis. At the completion of Clinic Experience III, again rate your "Interventions" and "Data Collection Skills" according to the legend on page 2. **Ask your Clinical Instructor to sign the log indicating that the information is correct.** Turn in your completed Log when you submit your CPAT at the end of the Clinical Experience.

Student Name: _____ **Clinical Experience I**

Dates of clinical experience: _____

Do not include the follow up on-campus week for your clinical presentation

Facility: _____ **Clinical Instructor:** _____

PRINT PLEASE

Types of Patients Seen	Modalities/Equipment Used/Techniques

Additional comments:

Clinical Instructor's Signature _____
Clinical Instructor's signature verifies that the student-entered information is accurate.

Student Name: _____ **Clinical Experience II**

Dates of clinical experience: _____
Do not include the follow up on-campus week for your clinical presentation

Facility: _____ **Clinical Instructor:** _____

PRINT PLEASE

Types of Patients Seen	Modalities/Equipment Used/Techniques

Additional comments:

Clinical Instructor's Signature _____
Clinical Instructor's signature verifies that the student-entered information is accurate.

Student Name: _____ Clinical Experience III

Dates of clinical experience: _____
Do not include the follow up on-campus week for your clinical presentation

Facility: _____ Clinical Instructor: _____

PRINT PLEASE

Types of Patients Seen	Modalities/Equipment Used/Techniques

Additional comments:

Clinical Instructor's Signature _____
Clinical Instructor's signature verifies that the student-entered information is accurate.

Documentation of Learning Experiences

Student: _____

Class of: _____

Rate your ability to perform the techniques based on the following criteria:

Codes for “class & lab” columns

O Observed only	C Classroom experience in lecture/lab only	P Performed in a skill check	NA Not available at this site
---------------------------	--	--	---

Note: For “class & lab” experience columns, leave the cell blank if you have not yet progressed through the curriculum for this course content.

Codes for “clinic” columns

NE	No experience	S	Performed with supervision	A	Performed with assistance	I	Performed independently
O	Observed only	NA	Not available at this site	NP	Not performed at this site	FP	Frequently performed independently

Note: For “clinic” columns, indicate the highest level achieved

Interventions	Year #1 Class & Lab	Year #2 Class & Lab	Clinic I	Clinic 2	Clinic 3
Functional Training:					
1. Activities of daily living					
2. Assistive/adaptive devices					
3. Body Mechanics					
4. Developmental activities					
5. Gait and locomotion training					
6. Prosthetics and orthotics application					
7. Wheelchair management skills					
8 Other: _____					
Infection Control Procedures:					
9. Isolation techniques					
10. Sterile techniques					
Manual Therapy Techniques					
11. Passive range of motion					
12. Therapeutic massage					
13. Joint mobilization					
14. Muscle energy techniques					
15 Instrument assisted soft tissue mobilization					
16 Other: _____					
Physical Agents and Mechanical Agents					
17. Hot packs/superficial heat					
18. Cryotherapy (ice packs, ice massage)					

19. Compression therapies					
20. Ultrasound					
21. Electrotherapeutic agents (e-stim)					
22. Hydrotherapy/whirlpool					
23. Diathermy					
24. Traction					
25. Shockwave					
26. Laser					
27 Other: _____					
Therapeutic Exercise & Neuromuscular re-education					
28. Aerobic conditioning					
29. Balance and coordination training					
30. Breathing exercises and coughing techniques					
31. General reconditioning					
32. Posture awareness training					
33. Range of motion exercises					
34. Stretching exercises					
35. Strengthening exercises					
36. Taping for neuromuscular re-education					
37. Other: _____					
Wound Management					
38. Application and removal of dressing or agents					
39. Identification of precautions for dressing removal					

Revised 1/04/, 1/05, 1/07, 3/09, 7/24

Data Collection Skills	Year #1 Class & Lab	Year #2 Class & Lab	Clinic I	Clinic 2	Clinic 3
Aerobic Capacity and Endurance					
1. Measure standard vital signs					
2. Recognize and monitor responses to positional changes and activities					
3. Observe and monitor thoracoabdominal movements and breathing patterns with activity					
Anthropometrical Characteristics					
4. Measure height, weight, length and girth					
Arousal, Mentation and Cognition					
5. Recognize changes in the direction and magnitude of patient's state of arousal, mentation and cognition					
Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices					
6. Identify the individual's and caregiver's ability to care for the device					
7. Recognize changes in skin condition while using devices and equipment					
8. Recognize safety factors while using the device					

Gait, Locomotion, and Balance					
9. Describe the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility					
Integumentary Integrity					
10. Recognize absent or altered sensation					
11. Recognize normal and abnormal integumentary changes					
12. Recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma					
13. Recognize viable versus nonviable tissue					
Joint Integrity and Mobility					
14. Recognize normal and abnormal joint movement					
Muscle Performance					
15. Measure muscle strength by manual muscle testing					
16. Observe the presence or absence of muscle mass					
17. Recognize normal and abnormal muscle length					
18. Recognize changes in muscle tone					
Neuromotor Development					
19. Recognize gross motor milestones					
20. Recognize fine motor milestones					
21. Recognize righting and equilibrium reactions					
Pain					
22. Administer standardized questionnaires, graphs, behavioral or visual analog scales for pain					
23. Recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations					
Posture					
24. Describe resting posture in any position					
25. Recognize alignment of trunk and extremities at rest and during activities					
Range of Motion					
26. Measure functional range of motion					
27. Measure range of motion using a goniometer					
Self-care and Home Management and Community or Work Reintegration					
28. Inspect the physical environment and measure physical space					
29. Recognize safety and barriers in home, community and work environments					
30. Recognize level of functional status					
31. Administer standardized questionnaires to patients and others					
Ventilation, Respiration and Circulation Examination					
32. Recognize cyanosis					
33. Recognize activities that aggravate or relieve edema, pain, dyspnea, or other symptoms					
34. Describe chest wall expansion and excursion					
35. Describe cough and sputum characteristics					

Clinical Performance Assessment Tool (CPAT) Instructions

For all clinical experiences:

- The CPAT must be filled out completely for **both the midterm and final evaluations** using the rating scale provided on the evaluation tool.
- The CI and the student must both complete the CPAT **separately using the same form**. The ACCE will provide both the forms to the student and the CI prior to the beginning of each clinical rotation.
- Narrative comments must be supportive of the score. Conflicts between the evaluative comments and the score will be resolved in a conference between the CI and the ACCE.
- Students should only be graded in areas, tasks, activities, treatments, or modalities they used or performed during the clinical rotation.
- Students will not be penalized in areas, tasks, activities treatments, or modalities they did not perform or use during the clinical rotation.
- To be complete, the evaluation should include all the following:
 - Student performance in each Red Flag area
 - Observed percentage of entry-level caseload that the student is seeing in the clinical setting
 - Assessment of all applicable performance areas with applicable comments
 - Identification of student strengths and growth opportunities.
 - Signatures of the CI, the student, and the ACCE or faculty member who reviewed the assessment.
- The ACCE determines the final grade.
- The following is the rating scale that is to be used by the student and the clinical instructor in filling the CPAT. Note that there are 2 elements of clinical instructor involvement being considered, assistance and supervision. For example, if the student requires 25% assistance and 75% supervision, the rating should be a 2 based on the higher level of CI intervention needed.

Rate	Performance	The student requires...	
		Assistance and Supervision	Other
5	Beyond Entry Level	None	Independent level - consults CI as needed
4	Entry Level	Up to 25% of the time	Minimum level for SPTA at the end of Clinical 3
3	Intermediate	26 to 50% of the time	Minimum level for SPTA at the end of Clinical 2
2	Beginner	51 to 75% of the time	Minimum level for SPTA at the end of Clinical 1
1	Underperforming	76-99% of the time	Some aspects of patient care are done properly but in an inconsistent manner.
0	Not Met	100% of the time	Unable to demonstrate reasonable competence to safely perform patient care and intervention despite extensive teaching/assistance from the clinical instructor.
NA	Not applicable	The objective was not observed or is not applicable in this setting.	

Clinical Performance Assessment Tool

PTA Student: _____

Dates of Clinical Experience: _____

Clinical Experience (Circle one.) **I** **II** **III**

Clinical Instructor: _____ **PT** **PTA**

Facility Name: _____

Address: _____

For this evaluation, the following definitions will apply:

- **Supervision:** The presence of the supervisor is required in the immediate vicinity for the student to complete the treatment program or intervention.
- **Assistance:** Actual physical and/or verbal assistance is provided by the supervisor for the student to complete the treatment program or intervention.

Instructions: Please rate the student’s performance for each element using the following rating scale. Note that there are two elements of clinical instructor involvement being considered, assistance and supervision. The student should be rated based on the higher level of CI involvement.

For example, if the student requires 25% assistance and 75% supervision, the rating should be a 2 based on the need for 75% supervision which is the higher level of CI intervention required.

Rate	Performance	The student requires...	
		Assistance and Supervision	Other
5	Beyond Entry Level	None	Independent level - consults CI as needed
4	Entry Level	Up to 25% of the time	Minimum level for SPTA at the end of Clinical 3
3	Intermediate	26 to 50% of the time	Minimum level for SPTA at the end of Clinical 2
2	Beginner	51 to 75% of the time	Minimum level for SPTA at the end of Clinical 1
1	Underperforming	76-99% of the time	Some aspects of patient care are done properly but in an inconsistent manner.
0	Not Met	100% of the time	Unable to demonstrate reasonable competence to safely perform patient care and intervention despite extensive teaching/assistance from the clinical instructor.
NA	Not applicable	The objective was not observed or is not applicable in this setting.	

This should be completed at the midpoint and end of each clinical experience and a scanned copy should be sent to your Academic Coordinator of Clinical Education (ACCE) for your midterm and final assessments. Information from this form will be used for your evaluation, counseling, and discussion with the ACCE and program faculty.

Thank you for your assistance!

Red Flag Areas

These are areas considered to be the foundations of the profession upon which your clinical performance will be rated. The student is expected to be proficient in these areas during ALL clinical rotations at midterm and final.

Please mark these areas with a check mark indicating whether you have **Met** or **Not Met** the stated criteria at mid-term and final.

Midterm		The student ...	Final	
Not Met	Met		Not Met	Met
		Performs in a safe manner.		
		Exhibits professional clinical behavior.		
		Acts in accordance with legal guidelines.		
		Acts in accordance with ethical guidelines.		
		Acts in accordance with the APTA professional standards.		
		Communicates in ways that are appropriate to situational needs.		
<i>Comments/examples (Optional)</i>				
Midterm:				
Final:				

Caseload Management by Student

Currently, what percentage of a normal caseload are you treating with assistance and independently? This includes all preparation, carrying out treatment and intervention, after-care, and completing billing and documentation as applicable.

	With Assistance	Independently
Midterm		
Final		

Please use the following numerical rating scale to rate your performance for each listed element.

Rate	Performance	Assistance and Supervision	Other
5	Beyond Entry Level	None	Independent level - consults CI as needed
4	Entry Level	Up to 25% of the time	Minimum level for SPTA at the end of Clinical 3
3	Intermediate	26 to 50% of the time	Minimum level for SPTA at the end of Clinical 2
2	Beginner	51 to 75% of the time	Minimum level for SPTA at the end of Clinical 1
1	Underperforming	76-99% of the time	Some aspects of patient care are done properly but in an inconsistent manner.
0	Not Met	100% of the time	Unable to demonstrate reasonable competence to safely perform patient care and intervention despite extensive teaching/assistance from the CI.
NA	Not applicable	The objective was not observed or is not applicable in this setting.	

Please use the last page for comments, if needed.

1. The student demonstrates appropriate knowledge in the following areas:		
Midterm		Final
	Anatomy: muscle origin, insertions, functions, innervations, and bony landmarks.	
	Modalities Used	Principle
		Indications
		Contraindications
		Dosage
	Exercises Employed	Principle
		Indications
		Contraindications
		Dosage
	Rationale of the current physical therapy treatment plan and recommendations.	
	Appropriate use of functional exercise for strengthening.	
	Common lab values and their effect on physiologic response, functional mobility, and physical therapy participation.	
	Relationship of vital signs and response to exercise.	

2. Functional Mobility Training			3. Transfers		
Midterm		Final	Midterm		Final
	Bed Mobility			Pivot Transfers	
	W/C Management			Sliding board	
	W/C Transfers			2-person assisted transfers	
	ADL instruction			Other:	

4. Modalities			5. Therapeutic Exercise and Activities		
Midterm		Final	Midterm		Final
	Iontophoresis			PROM	
	Traction			AROM/ AAROM	
	Ultrasound			Resisted ROM	
	TENS			Isokinetic exercises	
	Electrical Stimulation			Isometric exercises	
	Hot packs			Stretching	
	Cryotherapy			Posture training	
	Hydrotherapy			Theraband	
	Paraffin			Plyometrics	
	Other:			Use of NDT	
	Other			Use of PNF	
	Other:			Balance Ex	
	Other:			Coordination Ex	
	Other:			Sit/Stand Activities	

6. Equipment			7. Gait Training		
Midterm		Final	Midterm		Final
	Hoyer Lift			Pre-Gait Exercises	
	Sit to stand mechanical aids			Weight Bearing Instructions	
	Tilt table			Gait Training with AD:	
	Body Support System			Straight Cane	
	Hospital Bed			Quad cane	
	Elliptical			Rolling Walker	
	Stationary bicycle			Knee Scooter	
	Leg press			Hemi walker	
	Treadmill			Axillary crutches	
	Free weights			Loftstrand crutches	
	Stability ball			AD measurement/fitting	
	Balance board			Stair training	

8. Data Collection		
Midterm		Final
	Vital Signs – blood pressure, heart rate, respiratory rate	
	Manual muscle testing (MMT)	
	Goniometry	
	Gait analysis	
	Postural analysis	
	Functional movement analysis	

9. Treatment Preparation		
Midterm		Final
	Reviews the medical chart efficiently.	
	Reviews techniques for treatment.	
	Asks questions about treatment at appropriate time	
	Prepares area and checks equipment prior to treatment	
	Introduces self as SPTA and the goal of therapy session.	
	Treatment area and/or room set up.	
	Verifies pt identity.	
	Verifies pt complaints and personal goals for therapy.	
	Ensures that the patient maintains appropriate modesty and privacy.	

10. Patient Education/Feedback		
Midterm		Final
	Utilizes a variety of instructional methods (Say, show, do).	
	Tailors education to needs of pt & modifies as indicated by pt response/s.	
	Feedback is based on pt's stage of motor learning (cognitive, associative, autonomous).	
	Incorporates the concept of self-responsibility in wellness & health promotion	

11. The student applies treatment using the proper approach to patient.		
Midterm		Final
	Instructs pt as to method and purpose of treatment.	
	Adapts procedure to pt needs and tolerance (fatigue/pain/other issues).	
	Positions and drapes pt appropriately.	
	Practices principles of good body mechanics and patient safety.	
	Notes any adverse reactions in the pt & determines whether to adjust or suspend interventions.	
	Reports progress and changes in pt response accurately and in a timely manner.	
	Uses and adjusts equipment properly and safely.	
	Follows plan of care as outlined by the supervising PT.	
	Makes suggestions to PT for modifications in plan of care.	
	Seeks help in making modifications based on observations/treatment outcome.	
	Cleans treatment area, returns equipment after use.	
	Follows established departmental health and safety procedures.	
	Provides interventions efficiently and effectively.	
	Demonstrates strong cultural competence, equity, inclusiveness, and the ability to respect others.	
	Able to maintain professionalism and adapt to individual preferences based on culture, ethnicity, social and/or economic background.	

12. Written and oral communication		
Midterm		Final
	Documents using facility format accurately, concisely, timely, and legibly.	
	Expresses ideas logically verbally.	
	Expresses ideas logically in writing.	
	Demonstrates appropriate medical terminology.	
	Determines effectiveness of communication and modifies accordingly	
	Submits accurate patient charges in a timely manner.	
	Asks questions at appropriate times.	

13. Professional Conduct and Responsibility		
Midterm		Final
	Maintains acceptable appearance and cleanliness and adheres to facility dress code.	
	Demonstrates an acceptable level of self-confidence.	
	Shows initiative in assuming responsibility and learning.	
	Accepts responsibility and assignments willingly.	
	Accepts and responds to constructive feedback.	
	Assists and cooperates willingly with co-workers.	
	Follows chain of command to resolve problems.	
	Abides by policies, procedures, and regulations of facility.	
	Uses clinic time productively and seeks opportunities to gain new knowledge.	
	Is punctual and gives advance notice of absences.	
	Explains rationale for judgments and actions.	
	Identifies whether he/she has knowledge & skill to competently perform a delegated intervention or data collection	

14. Appropriate Ethical, Legal, and Interpersonal Relationships		
Midterm		Final
	Reacts appropriately to the feelings of others.	
	Shows appropriate emotional reactions in the presence of others.	
	Exhibits sensitivity to cultural differences in the workplace.	
	Contributes to a friendly but professional atmosphere.	
	Seeks feedback and responds favorably to constructive feedback/suggestions.	
	Respects and maintains confidential material.	
	Uses discretion in the presence of patients and staff.	
	Maintains patient privacy, modesty, and dignity.	
	Demonstrates respect for the contribution of support personnel.	
	Asks for help of aides and other support personnel according to legal standards and ethical guidelines	
	Provides regular feedback to support personnel	
	Identifies situations involving ethical or legal questions.	
	Participates in performance improvement activities for self.	
	Advocates for appropriate patient services and resources and equipment needed.	

Summary

MIDTERM	
Strengths	Growth Opportunities

FINAL	
Strengths	Growth Opportunities

Additional Comments

Midterm: _____

Final: _____

----- End of Document -----

Signatures

	CI Signature	Date	Student Signature	Date
Midterm				
Final				

Reviewed by SCF Faculty at Midterm

Reviewed by SCF Faculty at Final

Student Time Sheet

Clinical Experience (Circle one): I II III

Student Name: _____ Clinical Instructor Name: _____

	Signature	Date
Student		
Clinical Instructor		
Received at SCF		

Calculation of hours does not include lunch break. The CI's signature verifies that all information on this form is accurate.

	MON	TUES	WED	THURS	FRI	SAT	SUN	TOTAL Hours
Week 1								
Time in								
Time out								
Total hours								
Week 2								
Time in								
Time out								
Total hours								
Week 3								
Time in								
Time out								
Total hours								
Week 4								
Time in								
Time out								
Total hours								
Week 5								
Time in								
Time out								
Total hours								
Week 6								
Time in								
Time out								
Total hours								
Week 7								
Time in								
Time out								
Total hours								
Week 8								
Time in								
Time out								
Total hours								
<i>Total HOURS</i>								

Clinical Experience Multi-Use Form

Student: _____

Student's Signature: _____

Discussed with: _____

Signature: _____

Date: _____

This is a multi-use document on which students will document various diagnoses and treatments they have experienced or conducted during classroom, laboratory, and clinical rotations. This data will be used to help the students map goals and experiences during current and subsequent clinical rotations. Furthermore, data collected from the student logs will be used to evaluate the program as part of a systematic program review.

For immediate support and assistance, contact your course instructor/coordinator.

Clinical Experience Student Interview and Advising Form

Student: _____

Date: _____

CI: _____

Clinical Experience **I** **II** **III**

Clinic: _____

1. Did you feel prepared for this experience?	<input type="checkbox"/> Yes. What contributed most to your preparation?
	<input type="checkbox"/> No. What was lacking in your preparation?
2. Do you have a good rapport with the staff? Explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Are the channels of communication defined? Explain	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Do you feel that you are getting appropriate feedback?	<input type="checkbox"/> Yes. Provide examples of feedback that you have received.
	<input type="checkbox"/> No. Explain why and what you feel would help you more.
5. What types of patient diagnoses have you been exposed to?	
6. What goals have you and your CI identified for this experience?	
7. Are you clear about what you need to do to accomplish these goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Would you recommend this clinical site to another student? Explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Development Plan

Faculty/ACCE Comments

Student's Signature: _____ Faculty/ACCE Signature: _____

Clinical Educator Agreement Form

Clinical Educator's Name: _____ PT or PTA: _____ Years of practice: _____

Years as a CI: _____ APTA CI credential (Yes/No): _____ If yes, indicate level 1 or 2: _____

E-mail: _____ Phone #: _____

Highest degree earned: _____

List any specialty certifications:

Facility name: _____

Facility Address (include city, state, zip): _____

Dates of clinical instruction: _____

Student(s) name(s): _____

My signature below indicates that I agree to serve as a Clinical Educator for a PTA student from State College of Florida during the noted time period. I acknowledge that I do meet the minimum eligibility criteria to serve as a CI which include all of the following:

1. Being a PT or PTA with a current valid Florida PT/PTA license
2. A minimum of 1-year experience in the field
3. The acceptance as a Clinical Instructor for a SCF Physical Therapist Assistant student

I understand that each patient will be informed when students are involved in patient care, and that each patient has the risk-free right to refuse participation in clinical education.

I understand and agree that student evaluation and final grading for this course will be completed by the PTA program Director/ACCE in conjunction with input from clinical education faculty and CI

I understand that by accepting the role of CI that I will be granted additional SCF privileges by the SCF PTA program which include: coverage under the State College of Florida malpractice/liability insurance plan, eligibility for participation in low cost continuing education courses, receipt of continuing education hours for participation in clinical education and access to SCF library and reference resources.

Signature: _____ Date: _____

Clinical Education Site Orientation Checklist for the CI

This checklist is provided to ensure that key points are discussed between the clinical CI and the PTA student from the State College of Florida within the first 2 days of the clinical experience. Please place a checkmark before each item after it has been discussed or write NA right next to the checkbox if the item does not apply to this clinical site.

Once completed, please sign and give the document to your student, who will then send a scanned copy to their ACCE.

I. The clinical site <ul style="list-style-type: none"><input type="checkbox"/> Introduce student to department personnel<input type="checkbox"/> Review start time, lunch break, and expected completion time for the clinical day<input type="checkbox"/> Discuss proper attire expected for the clinical facility<input type="checkbox"/> Tour the facility and indicate a secure place where personal belongings may be stored<input type="checkbox"/> Review facility parking regulations<input type="checkbox"/> Review department telephone numbers, pagers, etc.
II. Policies and Procedures <ul style="list-style-type: none"><input type="checkbox"/> Review fire safety procedures for the facility including the location of fire extinguishers and the evacuation plan<input type="checkbox"/> Discuss facility procedures for cardiopulmonary resuscitation<input type="checkbox"/> Discuss the disaster plan for the facility, if applicable<input type="checkbox"/> Review facility-specific announcements for fire, cardiopulmonary arrest, disaster, etc.<input type="checkbox"/> Review the incident report process in the event of patient, staff, or student injury<input type="checkbox"/> Review the format and all required elements of the medical chart and physical therapy documentation used in the facility/ organization<input type="checkbox"/> Review any other department/facility-specific procedures
III. The Clinical Experience <ul style="list-style-type: none"><input type="checkbox"/> Review the student and CI goals and responsibilities for the experience based on the student's previous experience and level, utilizing the Student Log<input type="checkbox"/> Discuss clinical instructor and student expectations of each other<input type="checkbox"/> Discuss the learning styles of the student and the teaching styles of the clinical instructor<input type="checkbox"/> Review weekly expectations regarding caseload, documentation, assignments, CI-student conferences<input type="checkbox"/> Review all the clinical education and assessment forms in the packet provided.<input type="checkbox"/> Review the clinical performance assessment tool and learning assignments<input type="checkbox"/> Discuss and plan any special activities for the clinical experience (i.e. surgery observation, observation with OT or SLP, barium swallow observation, etc.)

Clinical Instructor Name _____ Date: _____

Clinic/Facility Name _____

Clinical Instructor Self-Assessment Form

CI Name: _____

Professional Designation: _____

Facility: _____

Clinical Experience I II III

Student's Name: _____

Date: _____

Have you previously been a CI? Yes No

Do you hold an APTA CI certification? Yes No

If yes, what is your certification level: _____

The CI will complete this self-assessment at the end of the student's clinical experience. The responsibilities listed here outline some recommendations for the CI to further develop their skills as clinical instructors.

Responsibilities and Recommended Actions for Effective Clinical Instruction	Not Met	Met	CI Plan for Improvement
1. Serve as a liaison between the clinical education site and SCF.			
2. Attend clinical instructor training course/s.			
3. Orient the student to pertinent clinic processes including patient flow, policies & procedures manual, and safety information.			
4. Arrange clinical experiences that allow the student to practice skills and become competent according to the program objectives.			
5. Instruct and supervise the student in demonstrating clinical skills according to the program objectives.			
6. Immediately communicate with ACCE if a student is not making acceptable clinical progress, or if any behavioral, ethical, or liability problem arises.			
7. Evaluate the student's performance using the program's competency evaluation procedures, both formative (ongoing) and summative (midterm and final).			
8. Keep records of student attendance and performance.			
9. Ensure that the student follows all applicable policies in the SCF Health Profession Division and the PTA Student Handbook.			
10. Arrange the students' schedules efficiently, including lunch breaks and make-up time when necessary.			
12. Assist the student on questions relative to the policies and procedures of the clinical education site.			
13. Make equipment used in physical therapy practice available for education and training.			
14. Use the proper channels for effective communication between the CI, the student, and the ACCE.			
15. Maintain current professional licensure in the state of Florida and meet continuing education requirements.		Lic. #:	
ACCE Comments:	ACCE Signature:		

Clinical Experience Weekly Summary & Planning Form

This form is to be used by the Clinical Instructor (CI) and the student during the clinical experience to assist in summarizing student performance week to week and assisting in planning future learning opportunities. The CI and student can use these sheets to create goal-oriented discussions. This form may also be referenced as evidence within the Clinical Performance Assessment Tool (CPAT).

Dates:	Week <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
Summary of Previous Week	
Student (Progress, Feedback, Areas for Improvement)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Clinical Instructor (Progress, Feedback, Areas for Improvement)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Goals for the Upcoming Week	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Student Signature	Clinical Instructor Signature

Clinical Education Anecdotal Record of Student Performance

This sheet may be used by the Clinical Instructor, Evaluator, or Observer to record student performance and behaviors noted during the clinical experience. These can be records of positive and/or negative actions. This sheet may also be referenced as evidence within the Clinical Performance Assessment Tool (CPAT).

Student Name	Date
Evaluator/Observer	
Setting (place, person/s involved, atmosphere, etc.): _____ _____ _____	
Student Action or Behavior: _____ _____ _____	
Evaluator Interpretation: _____ _____ _____	
Student Comments: _____ _____ _____	
Student Signature:	Clinical Instructor Signature:

Clinical Instructor Critical Incident Report

This form shall be used by the clinical instructor to document specific critical incidents related to student performance and/or behaviors that are inconsistent with what would be expected during this clinical rotation. Please record each entry clearly and concisely without reflecting biases.

Student Name		
Evaluator/Observer		
Date, Time, and Setting	Student Behaviors	Consequences of Student Actions
<input type="checkbox"/> Discussed with student. <input type="checkbox"/> Called and discussed the incident with ACCE. Plan: 		
Student Signature:	Clinical Instructor Signature:	
ACCE Signature:	ACCE Comments:	

Student In-Clinic Presentation Evaluation Form (Optional)

We believe that professional presentation skills are an important component of the PTA skill set. We encourage students to do a short in-service presentation during clinical rotations whenever possible.

This assignment is optional and based on the availability of the clinic and the CI. If this is something that could be accommodated during this rotation, please grade the student's performance using this grading rubric. This may be copied and distributed to anyone present during the presentation, so they may also rate the student's performance.

Student: _____ Date: _____

Topic: _____

A. Content	Yes	No	N/A
Presented in logical order			
Material scientifically accurate			
Material relevant to clinical setting			
Sources referenced (required)			
B. Audio-Visual Aids (recommended for Oral Presentation)			
Enhances presentation			
Materials were clear			
Materials were relevant to topic			
C. Supplemental Material/Handouts			
Enhances presentation			
Materials were clear			
Materials were relevant to topic			

D. Presentation and Delivery	Superior	Above Average	Satisfactory	Below Average	Not observed
Maintains eye contact					
Proper use of vocabulary					
Maintains good voice volume					
Appropriate posture & gestures					
Clear, concise, and organized presentation of material					
Encourages audience participation					

Comments: _____

Overall Rating: Excellent Good Satisfactory Unsatisfactory

Clinical Instructor: _____

Facility: _____

Student On-Campus End of Clinical Experience Oral Presentation Evaluation Form

Student Name: _____

Clinical Experience: _____ Presentation Date: _____

Topic: _____

A. Content	Yes	No	N/A
Presented in logical order			
Material scientifically accurate			
Material relevant to clinical setting			
Sources referenced (required)			
B. Audio-Visual Aids (recommended for Oral Presentation)			
Enhances presentation			
Materials were clear			
Materials were relevant to topic			
C. Supplemental Material/Handouts			
Enhances presentation			
Materials were clear			
Materials were relevant to topic			

D. Presentation and Delivery	Superior	Above Average	Satisfactory	Below Average	Not observed
Maintains eye contact					
Proper use of vocabulary					
Maintains good voice volume					
Appropriate posture & gestures					
Clear, concise, and organized presentation of material					
Encourages audience participation					

Comments: _____

Overall Rating: Excellent Good Satisfactory Unsatisfactory

Faculty Name: _____

Signature: _____

PTA Student Evaluation of the Clinical Experience and Clinical Instructor

This is an instrument developed by the APTA that allows the student to provide feedback about their recent clinical rotation and CI. The form is reviewed by the ACCE, and portions of the form are sent back to the CI along with the ACCE comments following review as a component of the clinical instructor professional development process. For a copy of this entire form please contact the PTA program.

PHYSICAL THERAPIST STUDENT EVALUATION: CLINICAL EXPERIENCE AND CLINICAL INSTRUCTION

June 12, 2003

**American Physical Therapy Association
Department of Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314**

Preamble

The purpose of developing this tool was in response to academic and clinical educators' requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience. Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist student assessment of the clinical experience and Section 2-Physical therapist student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student's assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility. Section 2 will remain confidential, and the academic program will not share this information with other students.
- The tools meet the needs of the physical therapist (PT) and physical therapist assistant (PTA) academic and clinical communities and where appropriate, distinctions are made in the tools to reflect differences in PT scope of practice and PTA scope of work.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA's Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in

developing, shaping, and refining the tools. Our gratitude goes out to all of those individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O'Loughlin, PT, MA

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General Information and Signatures

Student Name _____

Academic Institution _____

Name of Clinical Education Site _____

Address _____ City _____ State _____

Clinical Experience Number _____ Clinical Experience Dates _____

Signatures

I have reviewed information contained in this physical therapist student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements for clinical instructor qualifications for students supervised in this academic program. I understand that my personal information will not be available to students in our program files.

Student Name (Provide signature)

Date

Primary Clinical Instructor Name (Print name)

Date

Primary Clinical Instructor Name (Provide

signature) Entry-level PT degree earned ____

Highest degree earned _____ Degree area _____

Years experience as a CI _____

Years experience as a clinician _____

Areas of expertise _____

Clinical Certification, specify area _____

APTA Credentialed CI

Yes

No

Other CI Credential _____ State Yes No
Professional organization memberships APTA Other _____

Additional Clinical Instructor Name (Print name)

Date

Additional Clinical Instructor Name (Provide

signature) Entry-level PT degree earned ____

Highest degree earned _____ Degree area _____

Years experience as a CI _____

Years experience as a clinician _____

Areas of expertise _____

Clinical Certification, specify area _____

APTA Credentialed CI

Yes

No

Other CI Credential _____ State

Yes

No

Professional organization memberships APTA Other _____

Part 1: Student Assessment of Clinical Experience

Information found in Part 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

1. Name of Clinical Education Site _____

Address _____ City _____ State _____

2. Clinical Experience Number _____

3. Specify the number of weeks for each applicable clinical experience/rotation.

_____ Acute Care/Inpatient Hospital Facility _____ Private Practice

_____ Ambulatory Care/Outpatient _____ Rehabilitation/Sub-acute Rehabilitation

_____ ECF/Nursing Home/SNF _____ School/Preschool Program

_____ Federal/State/County Health _____ Wellness/Prevention/Fitness Program

_____ Industrial/Occupational Health Facility _____ Other _____

Orientation

4. Did you receive information from the clinical facility prior to your arrival? Yes No
5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? Yes No
6. What else could have been provided during the orientation? _____

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often

7. During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal		0-12 years		Critical care, ICU, Acute	
Neuromuscular		13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary		22-65 years		Rehabilitation	
Integumentary		over 65 years		Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)				Home Health/Hospice	
				Wellness/Fitness/Industry	

8. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale.

Components Of Care	Rating	Components Of Care	Rating
Examination		Diagnosis	
• Screening		Prognosis	
• History taking		Plan of Care	
• Systems review		Interventions	
• Tests and measures		Outcomes Assessment	
Evaluation			

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

Environment	Rating
-------------	--------

Providing a helpful and supportive attitude for your role as a PT student.	
Providing effective role models for problem solving, communication, and teamwork.	
Demonstrating high morale and harmonious working relationships.	
Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).	
Being sensitive to individual differences (ie, race, age, ethnicity, etc).	
Using evidence to support clinical practice.	
Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).	
Being involved in district, state, regional, and/or national professional activities.	

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth? _____

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):

Physical therapist students

Physical therapist assistant students

from other disciplines or service departments (Please specify _____)

12. Identify the ratio of students to CIs for your clinical experience:

1 student to 1 CI

1 student to greater than 1 CI

1 CI to greater than 1 student; Describe _____

13. How did the clinical supervision ratio in Question #12 influence your learning experience? _____

14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)

Attended in-services/educational programs Presented an in-service

Attended special clinics

Attended team meetings/conferences/grand rounds

Directed and supervised physical therapist assistants and other support personnel

Observed surgery

Participated in administrative and business practice management

Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines) _

Participated in opportunities to provide consultation

Participated in service learning

Participated in wellness/health promotion/screening programs

Performed systematic data collection as part of an investigative study Other; Please specify ____

15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc. _____

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)
- Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.
 - Time well spent; would recommend this clinical education site to another student.
 - Some good learning experiences; student program needs further development.
 - Student clinical education program is not adequately developed at this time.
17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site? _____
18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience? _____
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*? _____
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*? _____

Part 2: Student Assessment of Clinical Instruction

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

Provision of Clinical Instruction	Midterm	Final
The clinical instructor (CI) was familiar with the academic program's objectives and expectations for this experience.		
The clinical education site had written objectives for this learning experience.		
The clinical education site's objectives for this learning experience were clearly communicated.		
There was an opportunity for student input into the objectives for this learning experience.		
The CI provided constructive feedback on student performance.		
The CI provided timely feedback on student performance.		
The CI demonstrated skill in active listening.		
The CI provided clear and concise communication.		
The CI communicated in an open and non-threatening manner.		
The CI taught in an interactive manner that encouraged problem solving.		
There was a clear understanding to whom you were directly responsible and accountable.		
The supervising CI was accessible when needed.		
The CI clearly explained your student responsibilities.		
The CI provided responsibilities that were within your scope of knowledge and skills.		
The CI facilitated patient-therapist and therapist-student relationships.		
Time was available with the CI to discuss patient/client management.		
The CI served as a positive role model in physical therapy practice.		
The CI skillfully used the clinical environment for planned and unplanned learning experiences.		
The CI integrated knowledge of various learning styles into student clinical teaching.		
The CI made the formal evaluation process constructive.		
The CI encouraged the student to self-assess.		

23. Was your CI'(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation Yes No

Final Evaluation Yes No

Student Name: _____

Site: _____

Dates of Internship: _____ CI: _____

24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation _____

Final Evaluation _____

25. What did your CI(s) do well to contribute to your learning?

Midterm Comments _____

Final Comments _____

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?

Midterm Comments _____

Final Comments _____

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.

Section 5: Health Professions Division/PTA Student Handbook

Our [Health Professions Division](#) and [PTA Student Handbooks](#) are available on the SCF Website