

NORTH·SHORE
COMMUNITY COLLEGE

**PHYSICAL THERAPIST ASSISTANT
PROGRAM**



**2018-2019 CLINICAL EDUCATION
HANDBOOK**

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North Shore Community College Physical Therapist Assistant Program

Clinical Education Handbook Introduction

Clinical Education is a crucial part of the PTA curriculum as it serves to prepare students for entry level Physical Therapist Assistant practice. The Clinical Education Handbook was created to be used as a reference guide for NSCC students, Center Coordinators of Clinical Education (CCCEs) and Clinical Instructors (CIs). This handbook contains the college and programs' mission and vision, policies and procedures, program curriculum and forms used for clinical education.

Appreciation for our Clinical Faculty

The Physical Therapist Assistant Program faculty and students of North Shore Community College would like to take the opportunity to sincerely thank you for taking a student and helping the student successfully complete the clinical education requirements for the PTA program. We value your time and expertise and truly recognize how important your role is as clinical faculty in shaping our students' skills, values and attitudes towards safe and effective practice as an entry level physical therapist assistants. A list of benefits is included at the end of the handbook.

In addition to the information provided in this handbook, the ACCE and the Program Chair are always available to address any questions, concerns and input you may have in regards to the clinical education and PTA program.

Physical Therapist Assistant Program Mission Statement

North Shore Community College's Physical Therapist Assistant Program offers a comprehensive curriculum, which emphasizes theory, knowledge and skill necessary for contemporary physical therapy practice across a variety of practice settings. The broad based curriculum promotes student development of self-directed entry-level competence and leadership in preparation for employment. The program faculty values commitment to the physical therapy profession, excellence in education, lifelong learning and servicing our community.

Physical Therapist Assistant Program Overview

North Shore Community College's Physical Therapist Assistant Program has been accredited by the Commission on Education for Physical Therapy Education since 1975. The program consists of a student body comprising of various cultural and ethnical backgrounds. Over the past years, the program has successfully graduated many individuals who are currently seasoned clinicians and clinical instructors practicing and educating in the North Shore area. On average, the program graduates approximately 25 students per year and the passing rate for the licensing exam is between 90 to 100 percent.

Physical Therapist Assistant Program Goals

1. The PTA program faculty will deliver a program leading to licensure and entry level PTA practice.
2. The PTA program faculty will promote the importance of professional development through lifelong learning opportunities and membership in professional organizations.
3. The PTA program will provide students with an appropriate and contemporary curriculum that adheres to institutional guidelines, CAPTE and Standards for Ethical Conduct.
4. The PTA program will maintain a current curriculum with ongoing input from program stakeholders
5. PTA program graduates will provide safe and effective physical therapy treatment while adhering to Standards for Ethical Conduct and federal/ state practice standards.
6. PTA program graduates will demonstrate professionalism through positive expression of cooperation, adaptability and willingness to learn.

Full-Time Curriculum Sequence (66 credits)

YEAR 1		CREDITS
Fall	BIO 211, Anatomy & Physiology 1	4
	CMP 101, Composition 1	3
	PTA 101, Introduction to Physical Therapy	4
	PTA 103, Therapeutic Massage	1
	PTA 108, Kinesiology Lab	1
	PTA 109, Kinesiology	1
	PTA 113, Pathophysiological Conditions 1	2
	PTA 104 Procedures Lab	1
	PTA 105, Procedures	2
	Total	19
Spring	BIO 212, Anatomy & Physiology 2	4
	PTA 104, Modalities Lab	1
	PTA 105, Modalities	2
	PTA 114, Pathophysiological Conditions 2	2
	PTA 117, Therapeutic Exercise 1 Lab	2
	PTA 118, Therapeutic Exercise 1	1
	PTA 203, Neurology for Physical Therapist Assistant	2
	PTA 204, Clinical Anatomy 1 Lab	1
	PTA 205, Clinical Anatomy 1	1
	Total	16
Summer	PTA 112, Physical Therapist Assistant Clinical Experience 1	2
	Total	2

YEAR 2		CREDITS
Fall	CMP104/146, Composition 2 Elective	3
	HUM-ELECTIVE, Humanities Elective(s)	3
	PSY 102, General Psychology	3
	PTA 212, Therapeutic Exercise 2 Lab	1
	PTA 213, Therapeutic Exercise 2	2
	PTA 214, Clinical Anatomy 2 Lab	1
	PTA 215, Clinical Anatomy 2	1
	PTA 220, Current Topics in Physical Therapy	3
	PTA 217 Pediatric Physical Therapy	1
	Total	19
Spring	PTA 206, Physical Therapist Assistant Seminar	1
	PTA 208, Physical Therapist Assistant Clinical Experience 2A and 2B	8
	PTA 210, Case Studies in Physical Therapy	2
	Total	12

Part-Time Curriculum Sequence (66 credits)

YEAR 1		CREDITS
<i>Fall</i>		
PTA 103 Therapeutic Massage	1	
PTA 108 Kinesiology Lab	1	
PTA109, Kinesiology	1	
CMP101, Composition 1	3	
BIO211, Anatomy & Physiology 1	4	
PTA101, Introduction to PT	4	
Total	14	
<i>Spring</i>		
BIO 212, Anatomy & Physiology 2	4	
PTA 203, Neurology for Physical Therapist Assistant	2	
PTA 204, Clinical Anatomy 1 Lab	1	
PTA 204, Clinical Anatomy 1	1	
Total	8	

YEAR 2		CREDITS
<i>Fall</i>		
CMP 104/146, Composition 2 Elective	3	
PTA113, Pathophysiological Conditions 1	2	
PTA104, PTA Procedures Lab	1	
PTA105, PTA Procedures	2	
PSY102, General Psychology	3	
Total	11	
<i>Spring</i>		
PTA114, Pathophysiological Conditions 2	2	
PTA 201, PTA Modalities Lab	1	
PTA 202, PTA Modalities	2	
PTA 117, Therapeutic Exercise 1 Lab	1	
PTA 118, Therapeutic Exercise 1	2	
Total	8	
<i>Summer</i>		
PTA 112, Physical Therapist Assistant Clinical Experience 1	2	
Total	2	

YEAR 3		CREDITS
<i>Fall</i>		
PTA214, Clinical Anatomy 2 Lab	1	
PTA215, Clinical Anatomy 2	1	
PTA212, Therapeutic Exercise 2 Lab	1	
PTA213, Therapeutic Exercise 2	2	
PTA220, Current Topics in Physical Therapy	3	
PTA 217 Pediatric Physical Therapy	1	
HUM Elective	3	
Total	12	
<i>Spring</i>		
PTA206, PTA Seminar	1	
PTA210, Case Studies in Physical Therapy	2	
PTA208, Clinical Experience 2	8	
Total	11	

Physical Therapist Assistant Program Student Learning Objectives

Physical Therapist Assistant Clinical Experience 1 (PTA 112)

Student Expectations

This clinical experience is the student's first full time experience in a clinical setting as student physical therapist assistants. Confidence levels will vary. Initially students may tend to be apprehensive. As a clinical instructor, it will be helpful if you review the outline in this handbook listing the academic competencies that students have achieved thus far in their academic experience. Also included in the student packet which will be mailed to you, is a check-off sheet, completed by the student indicating his/her level of exposure to clinical skills and procedures and means of documentation you expect the student to know and follow.

When treating patients, it is important to introduce the student to the plan of care and to demonstrate the treatment, after which you should use your clinical judgment to start delegating sections of the treatment plan to the student. **It is our expectation that a freshmen student by the end of the rotation be responsible for 1-2 patients' plan of care and the necessary documentation.**

Listed below are the student learning outcomes a freshmen student is expected to be able to accomplish by the end of this rotation.

Student Learning Outcomes - PTA 112

1. Adheres to professional behavior, legal standards and ethical conduct which is consistent with PTA Values Based Behaviors and PTA standards for ethical conduct respectively.
2. Performs duties in a manner consistent with the guide for Conduct for Physical Therapist Assistants (APTA) and Standards of Ethical Conduct (APTA).
3. Recognize suspected cases of abuse of vulnerable populations and report to appropriate authorities.
4. Recognize suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care service.
5. Demonstrate safely and effectively, at a beginner level, selective patient care interventions/procedures including; therapeutic modalities, therapeutic massage, aerobic capacity and endurance, assistive technology, assistive devices, therapeutic exercise, manual muscle testing, goniometry, range of motion, joint mobilization, wound management, neuromotor development, gait and balance, mental functions/cognitive status.
6. Demonstrate beginning level effective communication skills across all levels including; patients/clients, family members, caregivers, members of the healthcare team and stakeholders.
7. Demonstrate an understanding and respect for diversity, values, needs, differences and preferences across all areas of patient care in the clinical setting.
8. Demonstrate beginning level skills with the application of clinical judgement and clinical reasoning for the delivery of physical therapy services based on the patient/client plan of care.
9. Accept responsibility, self-assessment and individual learning to improve knowledge, skills and behaviors and request for assistance from the clinical instructor as needed.
10. Perform education and instruction commensurate with the needs of the patient/client, family members, caregivers and other healthcare providers.

11. Demonstrate the ability to obtain relevant information and data collection from patients/clients, family member and caregivers as it relates to the plan of care.
12. Demonstrate use of International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.
13. Demonstrate the ability to monitor a patient's/client's status, recognize changes and make adjustments to treatment intervention accordingly.
14. Discuss with the clinical instructor/supervising physical therapist, any changes in patient/client status or progress as indicated.
15. Demonstrate an understanding of when an intervention should not be performed due to clinical indications or if the intervention is beyond the scope of practice for the physical therapist assistant.
16. Demonstrate at a beginning level contribution to the discontinuation of a plan of care as directed by the supervising physical therapist.
17. Utilize physical therapy aides in accordance with legal standards and ethical guidelines under the supervision of the clinical instructor.
18. Participate in the timely documentation of a patient/client treatment plan as directed by the clinical instructor and within formats established by state practice acts, the practice setting and other regulatory agencies.
19. Demonstrate accurate and effective time management for billing purposes.
21. Participate in intraprofessional and interprofessional collaboration of care.
22. Demonstrate the ability to identify and integrate evidence-based research and resources to support clinical decision making for all aspects of physical therapy interventions as it relates to patient care.
23. Demonstrate the ability to respond appropriately and effectively to emergencies that occur in the clinical setting.
24. Adhere to the PTA program's clinical education policies and procedures as outlined in the Clinical Education Handbook.

B. Physical Therapist Assistant Clinical Experience 2A and 2B (PTA 208)

Student Expectations:

This is either the student's second or final clinical experience as a student physical therapist assistant. Our second clinical rotations are held during the months of February/March and our final rotations are held during the months of March/April/May. Confidence level will vary among students, but in general, they will be higher than previously due to prior clinical experience and additional academic course and laboratory work. As a clinical instructor, it will be helpful to review the outline in this handbook listing the academic competencies that a second year student has completed this far. Also included in the student packet which will be mailed to you, is a check-off sheet, completed by student, indicating his/her level of exposure to clinical skills and procedures. We hope this will assist you in evaluating the student's present level of performance. The student should be oriented to the facility, staff, facility's policies and procedures and means of documentation you expect the student to know and follow.

The clinical instructor usually views a sophomore student as having a higher level of competency and, therefore, expectations for performance are higher. In general, this is usually true with regard to professional behavior, attitude, safety, communication and interpersonal skills. However, this may not always be true with regard to procedural, organizational and critical thinking skills specific to the patient population you

treat. At this level, students may have seen a variety of clinical settings and previous experiences, all of which may be very different from the clinical skills required by the new facility. Past experience help facilitate the learning process, but the student still needs to be introduced to the plan of care and treatment procedures.

Listed below are the student learning outcomes a sophomore student is expected to be able to accomplish by the end of this rotation.

Student Learning Outcomes -PTA 208:

1. Adheres to professional behavior, legal standards and ethical conduct which is consistent with PTA Values Based Behaviors and PTA standards for ethical conduct respectively.
2. Performs duties in a manner consistent with the guide for Conduct for Physical Therapist Assistants (APTA) and Standards of Ethical Conduct (APTA).
3. Recognize suspected cases of abuse of vulnerable populations and report to appropriate authorities.
4. Recognize suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care service.
5. Demonstrate safely and effectively, developing to entry level skills, for selective patient care interventions/procedures including; therapeutic modalities, therapeutic massage, aerobic capacity and endurance, assistive technology, assistive devices, therapeutic exercise, manual muscle testing, goniometry, range of motion, joint mobilization, wound management, neuromotor development, gait and balance, mental functions/cognitive status.
6. Demonstrate developing to entry level skills, effective communication skills across all levels including; patients/clients, family members, caregivers, members of the healthcare team and stakeholders.
7. Demonstrate developing to entry level skills, an understanding and respect for diversity, values, needs, differences and preferences across all areas of patient care in the clinical setting.
8. Demonstrate developing to entry level skills with the application of clinical judgement and clinical reasoning for the delivery of physical therapy services based on the patient/client plan of care.
9. Accept responsibility, self-assessment and individual learning to improve knowledge, skills and behaviors and request for assistance from the clinical instructor as needed.
10. Perform education and instruction commensurate with the needs of the patient/client, family members, caregivers and other healthcare providers.
11. Demonstrate developing to entry level skills, the ability to obtain relevant information and data collection from patients/clients, family member and caregivers as it relates to the plan of care.
12. Demonstrate use of International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.
13. Demonstrate developing to entry level skills, the ability to monitor a patient's/client's status, recognize changes and make adjustments to treatment intervention accordingly.
14. Discuss with the clinical instructor/supervising physical therapist, any changes in patient/client status or progress as indicated.
15. Demonstrate developing to entry level skills, an understanding of when an intervention should not be performed due to clinical indications or if the intervention is beyond the scope of practice for the physical therapist assistant.
16. Demonstrate developing to entry level skills when contributing to the discontinuation of a plan of care as directed by the supervising physical therapist.

17. Utilize physical therapy aides in accordance with legal standards and ethical guidelines under the supervision of the clinical instructor.
18. Participate in the timely documentation of a patient/client treatment plan as directed by the clinical instructor and within formats established by state practice acts, the practice setting and other regulatory agencies.
19. Demonstrate developing to entry level skills, accurate and effective time management for documentation and billing purposes.
20. Demonstrate developing to entry level skills, an understanding of the discontinuation of care and follow-up care directed by the supervising physical therapist.
21. Participate in intraprofessional and interprofessional collaboration of care.
22. Demonstrate the ability to respond appropriately and effectively to emergencies that occur in the clinical setting.
23. Demonstrate the ability to identify and integrate evidence-based research and resources to support clinical decision making for all aspects of physical therapy interventions as it relates to patient care.
24. Adhere to the PTA program's clinical education policies and procedures as outlined in the Clinical Education Handbook.

Physical Therapist Assistant Program Course Descriptions

PTA 101 Introduction to Physical Therapy

An introduction to the history and development of physical therapy practice and its evolving role in the health care setting. An overview of clinical education and the function of the licensed Physical Therapist Assistant are discussed. Professional core values, ethics, terminology, documentation are reinforced through discussion, integrated clinical observations and service learning. (3 hours of lecture per week, 15 hours of clinical observation and service learning)

PTA 103 Therapeutic Massage

Offers the student an opportunity to practice massage and relaxation techniques with emphasis on the theory and ethics involved with these techniques (2 hours of lab per week)

PTA 109 Kinesiology

Study of the science of human motion and presents the physical laws of motion acting on the body in motion, construction of joints, prime mover muscles, and techniques of manual muscle testing.

PTA 108 Kinesiology lab

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA 113 Pathophysiological Conditions1

Offers a survey of the etiology of medical, orthopedic, and sports related pathologies commonly treated by the Physical Therapist Assistant. Medical management, standards of practice and medical terminology in reference to these conditions are emphasized. (2 hours of lecture per week)

PTA 105 Procedures

Offers an opportunity for students to learn theoretical and practical aspects of functional activities such as bed mobility, transfers and ambulation with assistive devices. Clinical management skills used by physical therapy practitioners which foster functional independence will be discussed. Fundamentals of aseptic techniques, infection control and standard precautions will be emphasized. (2 hours of lecture per week)

PTA 104 Procedures lab

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA 202 Modalities

Offers theory and practice in the use of thermal, mechanical and electrotherapeutic agents. The basic principles, physiological effects, indications, precautions and contraindications are discussed for modalities including but not limited to superficial heat, cold, hydrotherapy, ultrasound, traction, intermittent compression, TENS, NMES , iontophoresis, hivolts and interferential. (2 lecture hours per week)

PTA 201 Modalities lab

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA 118 Therapeutic Exercise 1

Provides a foundational understanding of exercise principles, techniques and protocols used to restore and improve patients with musculoskeletal disorders involving the upper extremity, lower extremity and spine. Problem solving and critical thinking skills needed for analysis and understanding of pertinent patient data relevant to the implementation of therapeutic exercise will be emphasized. (2 hours of lecture per week)

PTA 117 Therapeutic Exercise lab 1

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA 203 Neurology for the PTA

This course is an introduction to the concepts of anatomy and physiology of the nervous system and how they relate to problems encountered in clinical neurology

PTA 204 Clinical Anatomy 1

This course focuses on application of biomechanical principles and analysis of human movement. Explores, in detail, the relationship of these principles to anatomy of the lower extremity and spine.

PTA 204 Clinical Anatomy 1 lab

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA114 Pathophysiology 2

A continuation of Pathophysiological Conditions 1 and offering a survey of the etiology of medical/ neurological pathologies commonly treated by the Physical Therapist Assistant. Medical management, standards of practice and medical terminology in reference to these conditions are emphasized. (2 hours of lecture per week)

PTA 213 Therapeutic Exercise 2

Offers a continuation of Therapeutic Exercise 1 and introduces more complex treatment techniques commonly implemented for the rehabilitation of individuals with neurological, cardiac, and/ or pulmonary disorders. Emphasis will be placed on a critical thinking and problem solving approach to physical therapy management of these populations. Through group collaboration and service learning, students will be required to apply knowledge for development and implementation of a health promotion program tailored to communities at risk. (2 hours of lecture per week)

PTA 212 Therapeutic Exercise lab 2

Provides hands on experience to support corresponding didactic material (2 hours of lab per week)

PTA 215 Clinical Anatomy 2

This course focuses on application of biomechanical principles and analysis of human movement. Explores in detail the relationship of these principles to anatomy of the upper extremity and cervical spine. (1 hour of lecture per week)

PTA 214 Clinical Anatomy 2 lab

Provides hands on experience to support corresponding didactic material (2hours of lab per week)

PTA 220 Current Topics in Physical Therapy

A closer study of topics of special interest and contemporary physical therapy practice. Topics discussed include (but are not limited to) evidencebased practice, geriatrics, pharmacology, wound care, chronic pain management, aquatic therapy, patient centered interprofessional collaboration, business concepts, women's health, ergonomics, and cancer rehabilitation. (3 hours of lecture per week)

PTA 217 Pediatric Physical Therapy for the PTA

This course focuses on normal and atypical motor development from birth through childhood. Emphasis will be placed on evidence based decision making for effective treatment interventions among children affected by common pediatric orthopedic and neurological conditions across various practice settings including but not limited to acute care, rehabilitation, early intervention and schools.

PTA 210 Case Studies

Offers an opportunity for students to integrate knowledge and skills for physical therapy clinical management including intervention and outcomes. Case studies will be utilized to facilitate problem solving for the development and implementation of appropriate physical therapy intervention plans. Students will be required to present their case study and engage in peer evaluation.

PTA 206 Seminar

Offers a faculty guided forum for discussion of clinical experiences and knowledge necessary for clinical practice, professional development and lifelong learning. (15 hours of seminar)

PTA 112 Clinical Experience 1

Under the supervision of a licensed physical therapist and/or physical therapist assistant, students complete 140-160 hours of clinical internship while applying prior learned didactic and laboratory information.

PTA 208 Clinical Experience 2

Under the supervision of a licensed physical therapist and/or physical therapist assistant, students complete 420-480 hours of clinical internship while applying all prior learned didactic and laboratory information

Clinical Expectations

NSCC PTA students participate in a total of 16 weeks of clinical (PTA 112=4 weeks and PTA 208=12 weeks). Each clinical experience is appropriately sequenced in the curriculum in order for students to apply skills and knowledge and skill learned in the classroom setting. Students attend clinical under the supervision of a licensed PT or PTA with at least 1 year of clinical experience. The PT or PTA serves as the students clinical instructor responsible for supervising, educating and evaluating the student while on clinical. Upon successful completion of the 16 weeks of clinical education and the academic requirements of the program, students will be able to provide physical therapy services safely and independently as an entry level Physical Therapist Assistant.

Students have the opportunity to complete their clinical experience in a variety of clinical settings including but not limited to; inpatient acute care, outpatient clinics, skilled nursing, subacute and long term care facilities, school systems and home health services.

Roles and Responsibilities for Clinical Experiences

Program

NSCC will obtain information for each clinical site through the Clinical Site Information Form (CSIF). This form contains information used to assess each clinical site including general site information and data for each clinician and staff. In addition, the ACCE will initiate contracts for each clinical site and ensure each contract is current and update as needed.

Student

For clinical placement eligibility, students will be responsible for the following requirements:

- Complete and pass all course pre-requisite requirements
- Adhere to the Program's requirements, policies and procedures as outlined in the Student Handbook and the Clinical Education Handbook
- Demonstrate a grade of "C" (75) or better in all pre-requisite courses to be placed on clinical
- Students are expected to have reliable transportation to and from clinical. Traveling up to 60 miles in each direction may be required. Students will be expected to sign a clinical waiver prior to the start of clinical.
- Students are expected to adhere to the clinical site's policies and procedures, including adherence to the dress code.
- Attending all clinical education meetings as scheduled by the ACCE. Attendance is mandatory. Students who do not attend may forfeit their clinical assignment.

- Signing off on clinical education policies and procedures student agreement- located at the back of this handbook
- Proof of completed immunization requirements
- Proof of CPR certification-Must be Basic Life Support (BLS) for the Healthcare Provider
- Proof of completion of online PTA CPI training

Academic Coordinator of Clinical Education

The ACCE is responsible for:

- Maintaining communication between the school and the clinical site
- Clinical placements for all students in the program
- Ensuring that students are prepared for clinical experiences through evaluation of student performance and feedback from academic and clinical faculty
- Continuing education for clinical faculty as it pertains to clinical education
- Evaluation of each clinical site; Evaluation of Clinical Site and Experiences form, visits to clinical site and on-going communication with students and clinical faculty
- Assign final grade for students after the completion of each clinical experience

Center Coordinator of Clinical Education

Clinical sites often have a Center Coordinator of Clinical Education (CCCE). The CCCE for each facility has the following responsibilities:

- Coordination of student placements with the program's ACCE and the clinical instructor
- Process all paperwork pertaining to clinical education
- Determines available placements for each clinical experience
- Decides which PT/PTA is qualified to be a clinical instructor
- Serves as a resource for the CI and student
- Assist with any student issues which may arise during clinical experiences
- Identify developmental needs of clinical instructors as they pertain to clinical education
- Works closely with the Program's ACCE to foster continued development of the clinical education program

Clinical Instructor (CI)

Clinical instructors are PTs or PTAs with a minimum of one year of clinical experience. Responsibilities of the CI include:

- Providing direct supervision to the student while on clinical
- Maintain constant communication with the ACCE and CCCE as needed
- Recognize issues that arise on clinical and seek assistance as needed
- Develop a plan for a student's clinical education experience and provide ongoing evaluation and communication with the student
- Provide feedback to the ACCE for the continued development of the clinical education program

Clinical Education Policies and Procedures

Criteria for Placing Students on Clinical

Prior to being assigned to a clinical placement, students must show proof that they have met all pre-placement clinical requirements by the established deadlines.

Pre-placement paperwork includes:

Immunization requirements: All students must provide evidence of immunization and medical certificate of a recent physical prior to clinical and observation experiences. Completion and submission of the medical release form by the student authorizes the release of records to clinical sites upon request.

CPR Certification: Students must be current in CPR for the healthcare provider. A copy of the CPR card will be sent to the clinical site as part of the clinical paperwork.

Liability Insurance: Students are covered for liability insurance under the College Liability Insurance policy. A copy of the policy will be provided to each clinical site upon request.

Note: The liability insurance provided by the college does not pay for injuries to the student. The student is responsible for obtaining medical care at the doctors office or emergency room and the personal medical cost incurred if an incident occurs at the clinical site.

Technical Standards: Upon admission to the program students will sign a PTA Program Technical Standards form indicating that the student's physical, tactile, visual, communication, auditory and cognitive skills are at a level necessary to assume the role of a Physical Therapist Assistant. Any change in ability to perform the technical standards during the semester must be brought to the attention of the Program Director.

The above documentation for each student is kept on file by the PTA program. Clinical facilities which require copies of any of these documents prior to a student placement may contact the program ACCE. Prior to the start of the program, students sign an authorization for release of the above information to a clinical site.

Additional required paperwork include:

Criminal Records Check: NSCC will perform a Criminal Record Investigation (CORI) on all students each year while in the program. Clinical sites may require additional background checks prior to the beginning of the clinical experience rotation.

Health Insurance: All students must have health insurance through the college or show proof of coverage by another plan outside of the college. Coverage must be maintained while a student is in the program.

Drug testing/fingerprinting: Students may be required to undergo drug and alcohol testing and fingerprinting if required by the clinical site. Students may be responsible for cost of testing.

HIPAA

Instruction in the Health Insurance Portability and Accountability Act (HIPAA) is included in the Introduction to Physical Therapy course which is part of the first semester, first year course work.

Students agreement to adhere to HIPAA regulations at all times is indicated by signing the Student Agreement for Participation in Clinical prior to the start of clinical experiences.

Professional Conduct

Attendance

Attendance is mandatory for successful completion of Clinical Experience 1 and 2. **Students are allowed a total of 2 excused absences across all clinical experiences.** If a student is unable to attend clinical due to illness, the following steps need to be taken prior to the beginning of the clinical day:

1. **Call the Academic Clinical Coordinator of Education (ACCE) at the College and inform him/her of your plan to be absent from clinical.** Absence from clinical for medical reasons may require formal documentation (ex. Physician's note) submitted to the ACCE and clinical instructor within 24 hours from the day of absence.
2. **Call and speak directly** with your clinical instructor regarding your need to be absent that day. This may require multiple calls in order to reach him/her prior to the beginning of the day. Leaving messages, voice mailing, or emailing are considered inadequate methods of communication.

Any days missed from clinical must be made up at the discretion of the clinical instructor. Any time not made up before the end of clinical may result in outcomes for non-compliance as part of the program's Professional Behavior Policy (please refer to Student Orientation Handbook).

Absences totaling greater than 2 days across all clinical experiences will be reviewed on an individual basis by the ACCE.

All requests for time off prior to the beginning of the clinical experience must be approved by the ACCE. He/she reserves the right to approve or disapprove the student's request.

If a student is unable to continue in a clinical setting due to illness or injury, the Program and faculty reserve the right to request documentation from a health care provider that a student is authorized to safely return to a clinical setting.

Punctuality

Students are expected to arrive on time every day for clinical. If a student is late for clinical due to an unforeseen or unavoidable circumstance, the student must call the clinical instructor. The ACCE must be contacted if there are repeated incidences of tardiness. Tardiness is seen as unprofessional and may result in non-compliance of the Program's professional behavior policy and /or unsatisfactory completion of clinical.

Electronic Devices

Students are prohibited from using cell phones and personal electronic devices while on clinical. With approval from clinical site, students may use these devices during a break period.

Confidentiality

Students have been educated on HIPAA expectations as part of the Introduction to Physical Therapy course prior to the start of clinical. Students will maintain strict confidentiality with respect to other students, clinical faculty and all patient and client records/data to which they have access to at the site during the clinical experience. Students must not discuss any patient information in public areas such as hallways, elevators, cafeterias.

Dress Code

Students will adhere to program's clinical education dress code policy and are required to dress professionally throughout the duration of clinical:

- Students will be responsible for supplying own uniforms (i.e. lab coat/ scrubs) if required by the clinical site.
- Jeans and/or fitness attire such as tights and tank tops are not acceptable attire
- Shoes must be clean and supportive.
- NSCC nametags must be worn at all times. Badges issued by the clinical site may be required, but are not a replacements for NSCC PTA Program nametags.
- Tattoos must be covered at all times while at clinical site
- Students may wear small, stud-style earrings. No hoops or dangling earrings. Tongue rings or facial piercings are not permitted.
- Hair should be clean and combed and kept off the shoulder and away from the face.
- Mustaches, beards and sideburns must be kept neat
- Cell phones are not permitted during clinical hours
- Students must purchase a wrist watch for clinical
- Nails must be kept short and clean

Professional Behavior:

While on clinical, students are expected to behave in a professional manner and adhere to the program's professional behavior policy with all interactions. Professional behavior (based on the APTA Physical Therapist Assistant Value Based Behaviors-see Student Handbook) is expected to be demonstrated in the both the academic and clinical setting.

Students will clearly introduce themselves to patients, staff and others as a "PTA student from North Shore Community College" and identify him or herself by wearing the program nametag that has been issued by the ACCE.

Students will acknowledge and respect the patient's Bill of Rights. Patients have the right to know that they are being treated by a student and may refuse treatment. Refusal by a patient should be graciously acknowledged by the student. Students must receive informed consent from the patient prior to treatment if patient agrees to be treated by student.

In addition to assignments listed as part of the clinical course (blackboard discussions, journals, etc.), clinical instructors may assign projects or assignments as part of a student's clinical education. Students will accept and complete individual assignments given by the clinical instructor.

Students will respond professionally to the evaluation of his/her clinical performance by the clinical instructor. If a student believes he or she is being evaluated unfairly or if a conflict arises, the student should approach the clinical instructor first in attempt to resolve the conflict. If the student is dissatisfied with the outcome, the student should contact the Center Coordinator for Clinical Education of the facility and the ACCE at the college as soon as possible. The ACCE will attempt to resolve the situation which may require decisions to be made by the Program Director or Dean of Health Professions. If the student continues to be unsatisfied with the result then he or she shall follow the Communications Policy and Grievance policy outlined in the PTA Program Student Handbook and College catalog respectively. The ACCE may visit the student on clinical at any time during the experience if there are concerns. **The clinical site or the College may remove a student from the site upon reasonable notice.** The clinical site may without notice unilaterally remove the student whose continued presence threatens the patients/clients, staff, policies, or programs of the site. In the event of such removal, the clinical site will promptly provide the College with a written explanation of the reason for such action.

Clinical Hours Policy

Each student is expected to work the assigned hours of his or her clinical instructor. Prior to the beginning of clinical, you will be provided with a number, a contact person and an expected timeframe in which you

are to contact the clinical site. Students are required to inquire about hours, dress code, and any information that should be reviewed prior to the rotation. Under no circumstances are students to question and/or make demands of the clinic. Such behavior is viewed as unprofessional and may result in cancellation of the clinical rotation. The College is not responsible or obligated to provide the student with another clinical site. As a result, student's completion of academic requirements may not be completed in preparation for May graduation.

The vast majority of our clinical facilities have hours that can be fulfilled between Mondays through Friday. Due to increasing demands for clinical sites from all PT or PTA schools, we do have some clinics that sometime may require the student to work weekend hours with his or her clinical instructor.

Students are expected to attend clinical full-time 35-40 hours per week. This does not include the time you spend on lunches, breaks or extra time you spend completing documentation. If your schedule appears to be more than 40 clinical hours a week, students should contact the ACCE so that clarification may be established as soon as possible.

Students may be required to travel up to 60 miles, therefore must have reliable transportation to and from the clinical site. Non-traditional clinical experiences (ex. school system) are dealt with on an individual basis.

Special consideration may be given to those who have expressed hardship cases such as a very recent family emergency or illness. If this is the case, the program will try to accommodate a different clinical location and/or schedule changes if possible. This will also mean that location rather than type of facility will have the higher priority. Expression of financial challenges or family circumstances is not considered a hardship case.

Students are expected to schedule part-time jobs around their clinical schedule. **It is recommended that students work no more than 10-15 hours during clinical.**

Under **no circumstances** is a student to contact a facility in regards to:

1. possible placement
2. changing schedule and hours
3. changing the clinical dates

Adverse Weather and Holidays

If mandatory college closing (classes cancelled) is required prior to the start of scheduled clinical/fieldwork, the student will not be required to attend clinical/fieldwork for the duration of the cancellation.

If mandatory college closing (classes cancelled) during the day/evening, after the student has arrived at clinical/fieldwork site, the student is required to complete assigned procedures prior to leaving the site. The student must ensure patient safety is not compromised and documentation is completed.

If mandatory college closing (classes cancelled) is required, the student may have to make up hours/time in order to fulfill program requirements (per program policy).

If classes are not cancelled, but there is questionable weather, the student will use their own discretion as to their ability to travel safely to and from clinical/fieldwork site. Should the student decide that travel is not prudent, they are to follow the program's policy regarding "absence from clinical/fieldwork" (e.g. calling the clinical/ fieldwork instructor/supervisor and the academic fieldwork/clinical education coordinator, using a personal day if available, making up time if necessary).

Students may attend clinical/fieldwork on holidays that are not typically observed by health care agencies (i.e. College Professional Day, Patriot's Day, and Bunker Hill Day) or any other day at the program's discretion.

Inservice Requirement

Students are required to perform an evidence-based in-service on a selected topic or a case study presentation for each clinical experience. An in-service provides students with an opportunity to research a topic that can be helpful to the clinical site. Students should incorporate evidence-based data into their research. Each inservice must be a different topic for each clinical experience. The clinical instructor is expected to comment and provide feedback regarding the student's overall performance, as well as complete an in-service evaluation form. It is recommended that the student have a topic selected by midterm evaluation.

Communications and Grievance Policy

Effective communication skills are essential for students to have a successful clinical experience. If questions, issues or concerns arise in which a student believes he or she is being evaluated unfairly, the student should first address the issue with the clinical instructor. If the student is dissatisfied with the outcome, the student should contact the Center Coordinator of Clinical Education (CCCE) for the facility and the Academic Coordinator of Clinical Education (ACCE) at the College as soon as possible. The ACCE will attempt to resolve the situation which may require decisions to be made by the Program Director of Dean of Health Professions. If the student continues to be unsatisfied with the result then he or she shall follow the Communications Policy and Grievance policy outlined in the PTA Program Student Handbook and College catalog respectively.

The ACCE may visit the student on clinical at any time during the experience if there are concerns. The clinical site or the College may remove a student from the site upon reasonable notice and according to the program's professional behavior policy. The clinical site may without notice unilaterally remove the student whose continued presence threatens the clients, staff, policies or programs of the site. In the event of such removal, the clinical site will promptly provide the College with a written explanation for the reason for such action.

Clinical Safety Guidelines

Clinical Affiliation Safety

Each clinical site will be responsible to provide the student with the necessary orientation and equipment needed for safe practice. Students are expected to be familiar with and to follow all safety policies of the clinical facility.

Standard Precautions:

All students receive information regarding standard precautions, infection control and blood borne pathogens as part of the Introduction to Physical Therapy course.

Accident, Illness or Injury in the Clinical Setting

Students who are injured or become ill while on clinical should be removed from the patient care. The student should seek medical care as deemed appropriate by the CCCE and/or the CI. The student will be responsible for all medical care expenses incurred by the facility. The student must complete all necessary paperwork, such as an incident report, as required by the clinical site.

The ACCE or the Program Director should be contacted as soon as possible, or the Dean of Health Professions if the ACCE or Program Director are unable to be reached. The clinical site staff should assist in making arrangements to get the student home safely if needed.

The ACCE and CI and/or CCCE will determine if the student is able to return to clinical after illness or injury. Proper documentation, such as a doctor's note and medical clearance may be required from the student.

Statement of Reasonable Accommodations

As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Disability Services and your professor to meet any disability-related need for reasonable academic accommodations in this course.

- To begin this process, please visit northshore.edu/disability and follow the outlined procedure to request services.
- If you have already received approval for accommodations from Disability Services at NSCC, please present your professor with your *Faculty Notice of Academic Accommodations* during the first week of the semester or as soon as possible. Accommodations go into effect once you hand-deliver this notice to your professor.
- If you will require assistance during an emergency evacuation on campus, please notify your professor immediately. For your reference, evacuation procedures are posted in all classrooms.

Diversity Statement

NSCC is committed to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. This course will foster an environment of respect for all individuals, groups, cultural backgrounds and diverse points of view.

Explanation of Forms for Clinical

Weekly Time Sheet: Students must complete a Weekly Time Sheet signed by the clinical instructor. This form must be submitted with all paperwork at the end of clinical experience.

Weekly Goals and Objectives: Provides weekly information on student goals for the week and records of treatment interventions and progression of treatment.

Student Data Form: This form is completed by students and sent to the CI or CCCE prior to the start of clinical experience. It includes information such as a student address, contact information, prior clinical and work experience and a self-assessment of strengths and areas needing improvement.

Evaluation of Clinical Experiences and Clinical Instruction: Students will complete this form and submit at the end of clinical. This form allows students to evaluate their clinical experience.

Evaluation of ACCE and NSCC PTA Program: To be completed by the CI at the end of the clinical experience. Information will be used for program assessment.

Affiliation Agreement with Clinical Sites

It is the responsibility of the ACCE to ensure that there is a current Clinical Affiliation Agreement between North Shore Community College and the clinical site. The affiliation agreement includes the requirements and responsibilities of the College and the clinical site.

A student will not be placed on clinical at a site in which there is not current written affiliation agreement on file.

Prior to a student's clinical start date, the ACCE will review existing affiliation agreements to ensure that the agreement is current.

For new clinical sites, an affiliation agreement will be initiated by the ACCE or the clinical site if they are using their own contract.

The original affiliation agreement will be kept in the ACCEs office. A copy is sent to the clinical site after all signatures have been obtained.

Either the clinical site or the college may terminate a contract at any time.

Student Placement Process

Upon attending all mandatory clinical orientation meetings, students will receive a list of placement opportunities prior to clinical experiences 1 and 2. Students will be required to complete a clinical site placement planning form. All students are welcome to make a decision about clinical preference based on the CSIF (clinical site information form) and previous student feedback forms which are located in the office of the ACCE. Students may refer to these forms by appointment only and during the office hours of the ACCE

Every March, the ACCE sends out a march mailing to all active clinical sites with dates for clinical experiences for the following academic year. The ACCE maintains a list of clinical sites that have indicated they are able to accommodate a student for clinical placements.

A mailing is also done in the fall to confirm placements from the march mailing and to reach out to clinical sites that may have deferred availability of clinical placements.

Once students have completed and returned the Student Placement form, the ACCE will make the final decision regarding student clinical placement. Assignments of students to clinical site are made with the goal of ensuring each student has the best possible clinical experience.

Students are required to complete clinical in one inpatient and one outpatient setting to ensure that they have a varied clinical experience.

Changes in the clinical environment, such as staffing and/or status change of clinical contract, may result in a change and/or cancellation of an assigned clinical placement. If this occurs, the ACCE will contact the student and discuss alternative available placements.

Criteria for Selection of Clinical Site

The American Physical Therapy Association (APTA) has established the following criteria used as guidelines and self-assessment for clinical education programs:

- NSCC PTA program and the clinical site share the same philosophy regarding the delivery of patient/client care
- The clinical education program is designed to meet the programs objective s for clinical education
- Clinical site staff provide PT services in an ethical and legal manner and is an equal opportunity employer
- Clinical site offers students a varied learning experience
- Clinical site offers a quality learning experience and demonstrates administrative support
- Clinical site provides an active, stimulating learning environment
- While on clinical, support services are available to students as needed
- Clinical staff have clearly defined roles and responsibilities
- Clinical site staffing is an adequate number to provide quality clinical education to students
- Center Coordinator of Clinical Education and the clinical instructor have qualities and skills to provide guidance and a quality learning experience for student
- Clinical instructors are selected based on specific criteria

Clinical Education Program Assessment

The PTA program uses a variety of methods to assess and reassess the clinical education program. Surveys developed by the program and completed by students and clinical sites are tools used to assess the program. The following methods are used to evaluate the program, ACCE, student and the clinical site/instructor:

Program Evaluation by Clinical Instructors

Clinical instructors will evaluate the student, ACCE and the program after each clinical experience using the following methods:

- Online APTA PTA CPI
- Evaluation of Program and ACCE form

Program Evaluation by ACCE

The ACCE will evaluate the clinical site, clinical instructor and student after each clinical experience using the following methods:

- Onsite visits and communication with ACCE
- Review of online PTA CPI and Evaluation of Clinical Experiences and Clinical Site form
- Surveys

Program Evaluation by Students

The student will evaluate the CI and the program after each clinical experience using the following methods:

- Graduate surveys
- Student surveys
- Evaluation of Clinical Experience and Clinical Instruction and Clinical Site Information Form
- Site visits

Evaluation of Student's Performance

All clinical education courses i.e. PTA112 and PTA 208 are graded as **pass** or **fail** (P or F). Students are assigned a P or F based on the analysis of the clinical instructor on the **Physical Therapist Assistant Clinical Performance Instrument (CPI)**. Utilizing the **Clinical Education Assessment Rubric** other criteria, in addition to the grade achieved on the CPI, are taken into consideration by the ACCE in assigning a final course grade of pass or fail. These criteria include:

- timely submission of assignments and clinical paperwork,
- attendance record
- adherence to clinical policies and procedures
- completion of an evidence based in-service requirement for each clinical experience.

Detailed information regarding assigning final grades may be found in each of the respective clinical course syllabi.

A failing grade should never come as a surprise to the student or ACCE. The clinical instructor should provide **informal feedback** on a daily basis regarding the student's overall performance. If problems arise, the CI will discuss it with the student immediately and implement corrective action. The student will receive **formal evaluation** and **feedback** upon mid- term evaluation.

The ACCE will be informed by the CI if significant problems continue to persist, upon which further corrective action may be indicated. This includes but is not limited to implementation of a leaning plan/ contract. Upon final evaluation, the student will receive **summative feedback** regarding his or her overall performance.

Evaluation of Student Clinical Performance

APTA Online PTA Clinical Performance Instrument (CPI) and PTA program Clinical Education Assessment Rubric

The APTA online PTA CPI and the Clinical Assessment Rubric are tools used to evaluate a student's clinical performance and overall assessment of clinical competencies, as well as to assist in determining a students' readiness to practice.

The components of the online PTA CPI, consist of 14 criteria to evaluate student performance, including list of essential skills for each criteria and a rating scale of 5 anchors, ranging **from Beginning Performance to Entry Level Performance**. The clinical instructor rates a student's performance based on observations throughout clinical. The clinical instructor assesses a student's performance at both midterm and final and completes the CPI. The CI will then will review the CPI results with the student at midterm and final. At the end of clinical, the CI will electronically submit the online PTA CPI. The ACCE will score each CPI and assign a final grade of pass/fail based on the clinical assessment rubric (**Form E**).

Determination of pass/fail of clinical experience is determined by the ACCE and/or Program Coordinator based on the evaluation of all criteria on the grading rubric.

Physical Therapist Assistant Student Clinical Education Clinical Experience Assessment Rubric

The APTA online PTA CPI and the Clinical Assessment Rubric are tools used to evaluate a students' clinical performance and overall assessment of clinical competencies, as well as to assist in determining a students' readiness to practice.

The components of the online PTA CPI, consist of 14 criteria to evaluate student performance, including list of essential skills for each criteria and a rating scale of 5 anchors, ranging from **Beginning Performance to Entry Level Performance**. The clinical instructor will rate a student's performance based on observations throughout clinical. The clinical instructor assesses a student's performance at both midterm and final and completes the CPI. The CI will then review the CPI results with the student at midterm and final.

At the end of clinical, the CI will electronically submit the online PTA CPI. The ACCE will score each CPI and assign a final grade of pass/fail based on the following **clinical assessment rubric**:

Criteria 1 (75 points)	Clinical Performance Instrument
	Items 1,2,3,5,7 (red flag) 6 points each
	Items 4, 6 and 8-14 5points each

Red flagged items warrant immediate attention. A failing score on any red flag criteria may result in failure of course

Criteria 2 (10 points): Paperwork is completed and submitted by established deadlines. Points deducted for paperwork not submitted by deadline established by the ACCE

Criteria 3 (5 points): In-service requirement. Points deducted if inservice is not done or done unsatisfactorily

Criteria 4 (10 points): Attendance and adherence to clinical policies and procedures. Points deducted if student has more than 2 excused absences.

Students must pass clinical experience 1 and 2 in order to be eligible for continuation in the program.

All policies and procedures for clinical Education must be adhered to. Lack of adherence to the clinical education policy and procedures will lead to the following:

- **1st alert: verbal warning**
- **2nd alert: written warning-Clinical Learning Contract signed by the student, clinical instructor, ACCE and program director to go into student file/record**
- **3rd alert: dismissal from clinical site and failure of clinical experience**

Benefits of Participating in Clinical Education

- Credit and non-credit course vouchers will be issued to clinical sites following the semester in which the site provides the required number of student contact hours of clinical instruction. Each voucher may be used for up to 3 credits or course tuition/fees or up to an equivalent amount for non-credit courses. One voucher will be issued per site per semester..

The complete list of non-credit courses can be found online.

- PTA Clinical Instructors receive a certificate of service for each clinical experience in which they have instructed a student.
- The New England Physical Therapist Assistant Consortium has created a website which clinical instructors can access for recruitment and profession updates including the role of the PTA. In addition the consortium is creating for the website a tutorial for clinical instructors to access which will focus on communication skills and conflict resolutions in clinical education.
- Access to the North Shore Community College's electronic data base for one calendar year offered to all PTA Clinical Instructors.
- Possible recruitment opportunity for clinical site. Clinical experiences for PTA students provides a potential employer with the opportunity to evaluate a student to determine if he/she may be a good fit for particular work site.

APPENDIX

Appendix A: PTA 112 Course Syllabus Clinical Experience I

North Shore Community College Physical Therapist Assistant Program Course Information

Course # and Course Title:	PTA 112 Clinical Experience 1
Dept Offering Course:	Physical Therapist Assistant Dept, Division of Health Professions and Human Services
Number of credits:	2
Time allotment :	140-160 hours
Level and term:	summer session 1(after completion of first year PTA courses)
Course Coordinator:	Diane Caruso, ACCE
Contact Information :	dcaruso@northshore.edu (978) 762-4269, office HPSS 335

Course Description:

Under the supervision of a licensed physical therapist and/or physical therapist assistant, students complete 140-160 hours of clinical internship while applying prior learned didactic and laboratory information.

Prerequisite Requirements:

PTA 104, 105, 114, 117, 118, 201, 202, 203, 204, and 205

Course Rationale:

The physical therapist assistant student must have an opportunity to apply knowledge and skills within a clinical setting. Upon completion of the course, the student will be able to apply procedures and techniques previously learned in the classroom and laboratory setting.

Student Learning Outcomes:

1. Adheres to professional behavior, legal standards and ethical conduct which is consistent with PTA Values Based Behaviors and PTA standards for ethical conduct respectively.
2. Performs duties in a manner consistent with the guide for Conduct for Physical Therapist Assistants (APTA) and Standards of Ethical Conduct (APTA).
3. Recognize suspected cases of abuse of vulnerable populations and report to appropriate authorities.
4. Recognize suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care service.
5. Demonstrate safely and effectively, at a beginner level, selective patient care interventions/procedures including; therapeutic modalities, therapeutic massage, aerobic capacity and endurance, assistive technology, assistive devices, therapeutic exercise, manual muscle testing, goniometry, range of motion, joint mobilization, wound management, neuromotor development, gait and balance, mental functions/cognitive status.

6. Demonstrate beginning level effective communication skills across all levels including; patients/clients, family members, caregivers, members of the healthcare team and stakeholders.
7. Demonstrate an understanding and respect for diversity, values, needs, differences and preferences across all areas of patient care in the clinical setting.
8. Demonstrate beginning level skills with the application of clinical judgement and clinical reasoning for the delivery of physical therapy services based on the patient/client plan of care.
9. Accept responsibility, self-assessment and individual learning to improve knowledge, skills and behaviors and request for assistance from the clinical instructor as needed.
10. Perform education and instruction commensurate with the needs of the patient/client, family members, caregivers and other healthcare providers.
11. Demonstrate the ability to obtain relevant information and data collection from patients/clients, family member and caregivers as it relates to the plan of care.
12. Demonstrate use of International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.
13. Demonstrate the ability to monitor a patient's/client's status, recognize changes and make adjustments to treatment intervention accordingly.
14. Discuss with the clinical instructor/supervising physical therapist, any changes in patient/client status or progress as indicated.
15. Demonstrate an understanding of when an intervention should not be performed due to clinical indications or if the intervention is beyond the scope of practice for the physical therapist assistant.
16. Demonstrate at a beginning level contribution to the discontinuation of a plan of care as directed by the supervising physical therapist.
17. Utilize physical therapy aides in accordance with legal standards and ethical guidelines under the supervision of the clinical instructor.
18. Participate in the timely documentation of a patient/client treatment plan as directed by the clinical instructor and within formats established by state practice acts, the practice setting and other regulatory agencies.
19. Demonstrate accurate and effective time management for billing purposes.
21. Participate in intraprofessional and interprofessional collaboration of care.
22. Demonstrate the ability to identify and integrate evidence-based research and resources to support clinical decision making for all aspects of physical therapy interventions as it relates to patient care.
23. Demonstrate the ability to respond appropriately and effectively to emergencies that occur in the clinical setting.
24. Adhere to the PTA program's clinical education policies and procedures as outlined in the Clinical Education Handbook.

Course Evaluation

Evaluation of Student Clinical Performance

APTA Online PTA Clinical Performance Instrument (CPI) and PTA program Clinical Education Assessment Rubric

The APTA online PTA CPI and the Clinical Assessment Rubric are tools used to evaluate a student's clinical performance and overall assessment of clinical competencies, as well as to assist in determining a student's readiness to practice.

The components of the online PTA CPI, consist of 14 criteria to evaluate student performance, including list of essential skills for each criteria and a rating scale of 5 anchors, ranging **from Beginning Performance to Entry Level Performance**. The clinical instructor rates student's performance based on observations throughout clinical. The clinical instructor assesses a student's performance at both midterm and final and completes the CPI. The CI will then will review the CPI results with the student at midterm and final.

At the end of clinical, the CI will electronically submit the online PTA CPI. The ACCE will score each CPI and assign a final grade of pass/fail based on the following **clinical assessment rubric**:

Criteria 1 (75 points)	Clinical Performance Instrument
	Items 1,2,3,5,7 (red flag) 6 points each
	Items 4, 6 and 8-14 5points each

Red flagged items warrant immediate attention. A failing score on any red flag criteria may result in failure of course

Criteria 2 (10 points)	Paperwork is completed and submitted by established deadlines
Criteria 3 (5 points)	In-service requirement
Criteria 4 (10 points)	Attendance and adherence to clinical policies and procedures

Students must pass clinical experience 1 in order to be eligible for continuation in the program.

All policies and procedures for clinical education must be adhered to. Lack of adherence to the clinical education policy and procedures will lead to the following:

- **1st alert: verbal warning**
- **2nd alert: written warning-Clinical Learning Contract signed by the student, clinical instructor, ACCE and Program Director to go into student file/record**
- **3rd alert: dismissal from clinical site and failure of clinical experience**

Required Instruments: Goniometer, stethoscope, lab coat/scrubs- (if part of the clinical site's dress code)

Attendance Policy

Attendance is mandatory for successful completion of Clinical Experience 1 and 2. **Students are allowed a total of 2 excused absences for all clinical experiences.** If a student is unable to attend clinical due to illness, the following steps need to be taken prior to the beginning of the clinical day:

1. **Call the Academic Clinical Coordinator of Education (ACCE) at the College and inform him/her of your plan to be absent from clinical.** Absence from clinical must also be supported by formal

documentation (ex. Physician's note) and submitted to the ACCE within 24 hours from the day of absence.

2. **Call and speak directly** with your clinical instructor regarding your need to be absent that day. This may require multiple calls in order to reach him/her prior to the beginning of the day. Leaving messages, voice mailing, or emailing are considered inadequate methods of communication.

Any days missed from clinical must be made up at the discretion of the clinical instructor. Any time not made up before the end of clinical may result in outcomes for non-compliance as part of the program's Professional Behavior Policy (please refer to Student Orientation Handbook).

Absences totaling greater than 2 days will be reviewed on an individual basis.

All requests for time off prior to the beginning of the clinical experience must be approved by the ACCE. He/she reserves the right to approve or disapprove the student's request.

If a student is unable to continue in a clinical setting due to illness or injury, the Program and faculty reserves the right to request documentation from a health care provide that a student is authorized to safely return to a clinical setting.

Punctuality:

Students are expected to arrive on time every day for clinical. If a student is late for clinical due to an unforeseen or unavoidable circumstance, the student must call the clinical instructor. The ACCE must be contacted if there are repeated incidences of tardiness. Tardiness is seen as unprofessional and may result in an unsatisfactory completion of clinical.

Electronic Devices

Students are prohibited from using personal electronic devices while on clinical. With approval from clinical site, students may use these devices during a break period.

Dress Code:

Students will adhere to program's clinical education dress code policy and are required to dress professionally throughout the duration of clinical:

- Students will be responsible for supplying own uniforms (i.e. lab coat/ scrubs) if required by the clinical site.
- Jeans and/or fitness attire such as tights and tank tops are not acceptable attire
- Shoes must be clean and supportive.
- NSCC nametags must be worn at all times. Badges issued by the clinical site may be required, but are not a replacement for NSCC PTA Program nametags.
- Tattoos must be covered at all times while at clinical site
- Students may wear small, stud-style earrings. No hoops or dangling earrings. Tongue rings or facial piercings are not permitted.
- Hair should be clean and combed and kept off the shoulder and away from the face.
- Mustaches, beards and sideburns must be kept neat
- Cell phones are not permitted during clinical hours
- Students must purchase a wrist watch for clinical
- Nails must be kept short and clean

Professional Behavior:

While on clinical, students are expected to behave in a professional manner with all interactions. Professional behavior is expected to be demonstrated in the both the academic and clinical setting.

Students will maintain strict confidentiality with respect to other students, clinical faculty and all patient and client records/data to which they have access to at the site during the clinical experience. Students must not discuss any patient information in public areas such as hallways, elevators, cafeterias. Students will clearly introduce themselves to patients, staff and others as a “PTA student from North Shore Community College” and identify him or herself by wearing the program nametag that has been issued by the ACCE.

Students will acknowledge and respect the patient Bill of Rights. Patients have the right to know that they are being treated by a student and may refuse treatment. Refusal by a patient should be graciously acknowledged by the student. Students must receive informed consent from the patient prior to treatment if patient agrees to be treated by student.

In addition to assignments listed as part of the clinical course (blackboard discussions, journals, etc.), clinical instructors may assign projects or assignments as part of a student’s clinical education. Students will accept and complete individual assignments given by the clinical instructor.

Students will respond professionally to the evaluation of his/her clinical performance by the clinical instructor. If a student believes he or she is being evaluated unfairly or if a conflict arises, the student should approach the clinical instructor first in attempt to resolve the conflict. If the student is dissatisfied with the outcome, the student should contact the Center Coordinator for Clinical Education of the facility and the ACCE at the college as soon as possible. The ACCE will attempt to resolve the situation which may require decisions to be made by the Program Director or Dean of Health Professions. If the student continues to be unsatisfied with the result then he or she shall follow the Communications Policy and Grievance policy outlined in the PTA Program Student Handbook and College catalog respectively.

The ACCE may visit the student on clinical at any time during the experience if there are concerns. The clinical site and or College may without notice unilaterally remove the student whose continued presence threatens the clients, staff, policies, or programs of the site. In the event of such removal, the clinical site will promptly provide the College with a written explanation of the reason for such action.

Patient Confidentiality

Students are required to observe all rules and regulations of clinical site regarding patient confidentiality as well as HIPAA regulations (see Clinical Education Handbook).

Patient Rights:

All patients have the right to be informed of care provided by a student. Patients have the right to refuse treatment by the student. Students must wear a name tag at all times indicating they are a student. Students must introduce themselves to the patient clearly identifying themselves as a PTA student.

Course Requirements/Student Responsibilities:

1. Adheres to the policies and procedures outlined in the NSCC Student Handbook, PTA Program Student Orientation Handbook and Clinical Education Handbook
2. Achieves a minimum grade of Pass (P). If this minimum grade is not being met, it is up to the *student* to seek help from the clinical instructor and other College resources as soon as possible.
3. Completes all assignments during the clinical day
4. Demonstrates attendance, promptness, professionalism, and active participation.
5. Adherence to the PTA program learning contract and demonstration of professional behavior. Lack of professional behavior policy may be subject to the program’s professional behavior policy.

Dishonesty and Cheating Statements

All students are advised that there is a college policy regarding dishonesty and cheating. It is the student's responsibility to familiarize themselves with these policies, which may be found in the college catalog/student handbook. All students are expected to abide by the academic honesty policies of the college. Dishonest academic behavior includes, but is not limited to cheating and plagiarism.

Statement of Reasonable Accommodations

As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Accessibility Services and your professor to meet any disability-related need for reasonable academic accommodations in this course.

1. To begin this process, please visit www.northshore.edu/accessibility_services and follow the outlined procedure to request services.
2. If you have already received approval for accommodations from Accessibility Services at NSCC, please present your professor with your Faculty Notice of Academic Accommodations during the first week of the semester or as soon as possible. Accommodations go into effect once you hand-deliver this notice to your professor.

If you will require assistance during an emergency evacuation on campus, please notify your professor immediately. For your reference, evacuation procedures are posted in all classrooms.

Diversity Statement

NSCC is committed to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. This course will foster an environment which respects diverse points of view, cultural backgrounds, groups and individuals.

****SYLLABUS SUBJECT TO CHANGE***

Appendix B: PTA 208 Course Syllabus Clinical Experience II

North Shore Community College Physical Therapist Assistant Program Course Information

Course # and title:	PTA 208 Physical Therapist Assistant Clinical Experience 1
Number of credits:	8
Time Allotment:	420-480 hours
Level and term:	Spring semester, second year
Course Coordinator:	Diane Caruso, Academic Coordinator of Clinical Education
Course Instructor:	PTA Program Clinical Faculty
Contact Information:	dcaruso@northshore.edu (978) 762-4269, office HPSS 335

Course Description:

Under the supervision of a licensed physical therapist and/or physical therapist assistant, students complete 420-480 hours of clinical internship while applying all prior learned didactic and laboratory information.

Prerequisite Requirements:

All prior PTA and general education courses

Course Rationale:

The physical therapist assistant student must have additional opportunity to apply knowledge and skills within a clinical setting in preparation for entry level practice upon graduation and successful attainment of professional licensure.

Student Learning Outcomes:

1. Adheres to professional behavior, legal standards and ethical conduct which is consistent with PTA Values Based Behaviors and PTA standards for ethical conduct respectively.
2. Performs duties in a manner consistent with the guide for Conduct for Physical Therapist Assistants (APTA) and Standards of Ethical Conduct (APTA).
3. Identify suspected cases of abuse of vulnerable populations and report to appropriate authorities.
4. Identify suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care service.
5. Apply safely and effectively, developing to entry level skills, for selective patient care interventions/procedures including; therapeutic modalities, therapeutic massage, aerobic capacity and endurance, assistive technology, assistive devices, therapeutic exercise, manual muscle testing, goniometry, range of motion, joint mobilization, wound management, neuromotor development, gait and balance, mental functions/cognitive status.
6. Apply developing to entry level skills, effective communication skills across all levels including; patients/clients, family members, caregivers, members of the healthcare team and stakeholders.
7. Apply developing to entry level skills, an understanding and respect for diversity, values, needs, differences and preferences across all areas of patient care in the clinical setting.

8. Apply developing to entry level skills with the application of clinical judgement and clinical reasoning for the delivery of physical therapy services based on the patient/client plan of care.
9. Accept responsibility, self-assessment and individual learning to improve knowledge, skills and behaviors and request for assistance from the clinical instructor as needed.
10. Explain the education and instruction commensurate with the needs of the patient/client, family members, caregivers and other healthcare providers.
11. Apply developing to entry level skills, the ability to obtain relevant information and data collection from patients/clients, family member and caregivers as it relates to the plan of care.
12. Apply use of International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.
13. Apply developing to entry level skills, the ability to monitor a patient's/client's status, recognize changes and make adjustments to treatment intervention accordingly.
14. Discuss with the clinical instructor/supervising physical therapist, any changes in patient/client status or progress as indicated.
15. Apply developing to entry level skills, an understanding of when an intervention should not be performed due to clinical indications or if the intervention is beyond the scope of practice for the physical therapist assistant.
16. Apply developing to entry level skills when contributing to the discontinuation of a plan of care as directed by the supervising physical therapist.
17. Utilize physical therapy aides in accordance with legal standards and ethical guidelines under the supervision of the clinical instructor.
18. Participate in the timely documentation of a patient/client treatment plan as directed by the clinical instructor and within formats established by state practice acts, the practice setting and other regulatory agencies.
19. Apply developing to entry level skills, accurate and effective time management for documentation and billing purposes.
20. Apply developing to entry level skills, an understanding of the discontinuation of care and follow-up care directed by the supervising physical therapist.
21. Participate in intraprofessional and interprofessional collaboration of care.
22. Apply the ability to respond appropriately and effectively to emergencies that occur in the clinical setting.
23. Apply the ability to identify and integrate evidence-based research and resources to support clinical decision making for all aspects of physical therapy interventions as it relates to patient care.
24. Adhere to the PTA program's clinical education policies and procedures as outlined in the Clinical Education Handbook.

Course Evaluation

Evaluation of Student Clinical Performance

APTA Online PTA Clinical Performance Instrument (CPI) and PTA program Clinical Education Assessment Rubric

The APTA online PTA CPI and the Clinical Assessment Rubric are tools used to evaluate a student's clinical performance and overall assessment of clinical competencies, as well as to assist in determining a student's readiness to practice.

The components of the online PTA CPI consist of 14 criteria to evaluate student performance, including list of essential skills for each criteria and a rating scale of 5 anchors, ranging **from Beginning Performance to Entry Level Performance**. The clinical instructor rates a student's performance based on observations throughout clinical. The clinical instructor assesses a student's performance at both midterm and final and completes the CPI. The CI will then will review the CPI results with the student at midterm and final.

At the end of clinical, the CI will electronically submit the online PTA CPI. The ACCE will score each CPI and assign a final grade of pass/fail based on the following **clinical assessment rubric**:

Criteria 1 (75 points)	Clinical Performance Instrument
	Items 1,2,3,5,7 (red flag) 6 points each
	Items 4, 6 and 8-14 5points each

Red flagged items warrant immediate attention. A failing score on any red flag criteria may result in failure of course

Criteria 2 (10 points)	Paperwork is completed and submitted by established deadlines
Criteria 3 (5 points)	In-service requirement
Criteria 4 (10 points)	Attendance and adherence to clinical policies and procedures

Students must pass clinical experience 2 in order to be eligible for continuation in the program.

All policies and procedures for clinical education must be adhered to. Lack of adherence to the clinical education policy and procedures will lead to the following:

- **1st alert: verbal warning**
- **2nd alert: written warning-Clinical Learning Contract signed by the student, clinical instructor, ACCE and Program Director to go into student file/record**
- **3rd alert: dismissal from clinical site and failure of clinical experience**

Required Instruments: Goniometer, stethoscope, lab coat/scrubs- (if part of the clinical site's dress code)

Attendance Policy

Attendance is mandatory for successful completion of Clinical Experience 1 and 2. **Students are allowed a total of 2 excused absences for all clinical experiences.** If a student is unable to attend clinical due to illness, the following steps need to be taken prior to the beginning of the clinical day:

- **Call the Academic Clinical Coordinator of Education (ACCE) at the College and inform him/her of your plan to be absent from clinical.** Absence from clinical must also be supported by formal documentation (ex. Physician's note) and submitted to the ACCE within 24 hours from the day of absence.
- **Call and speak directly** with your clinical instructor regarding your need to be absent that day. This may require multiple calls in order to reach him/her prior to the beginning of the day. Leaving messages, voice mailing, or emailing are considered inadequate methods of communication.

Any days missed from clinical must be made up at the discretion of the clinical instructor. Time that is not made up before the end of the semester may result in outcomes for non-compliance as part of the program's Professional Behavior Policy (please refer to Student Orientation Handbook).

Absences totaling greater than 2 days will be reviewed on an individual basis.

All requests for time off prior to the beginning of the clinical experience must be approved by the ACCE. He/she reserves the right to approve or disapprove the student's request.

If a student is unable to continue in a clinical setting due to illness or injury, the Program and faculty reserves the right to request documentation from a health care provider that a student is authorized to safely return to a clinical setting.

Punctuality:

Students are expected to arrive on time every day for clinical. If a student is late for clinical due to an unforeseen or unavoidable circumstance, the student must call the clinical instructor. The ACCE must be contacted if there are repeated incidences of tardiness. Tardiness is seen as unprofessional and may result in an unsatisfactory completion of clinical.

Electronic Devices

Students are prohibited from using personal electronic devices while on clinical. With approval from clinical site, students may use these devices during a break period.

Dress Code:

Students will adhere to program's clinical education dress code policy and are required to dress professionally throughout the duration of clinical:

- Students will be responsible for supplying own uniforms (i.e. lab coat/ scrubs) if required by the clinical site.
- Jeans and/or fitness attire such as tights and tank tops are not acceptable attire
- Shoes must be clean and supportive.
- NSCC nametags must be worn at all times. Badges issued by the clinical site may be required, but are not a replacements for NSCC PTA Program nametags.
- Tattoos must be covered at all times while at clinical site
- Students may wear small, stud-style earrings. No hoops or dangling earrings. Tongue rings or facial piercings are not permitted.
- Hair should be clean and combed and kept off the shoulder and away from the face.
- Mustaches, beards and sideburns must be kept neat
- Cell phones are not permitted during clinical hours
- Students must purchase a wrist watch for clinical
- Nails must be kept short and clean

Professional Behavior:

While on clinical, students are expected to behave in a professional manner with all interactions. Professional behavior is expected to be demonstrated in the both the academic and clinical setting.

Students will maintain strict confidentiality with respect to other students, clinical faculty and all patient and client records/data to which they have access to at the site during the clinical experience. Students must not discuss any patient information in public areas such as hallways, elevators, cafeterias. Students will clearly introduce themselves to patients, staff and others as a “PTA student from North Shore Community College” and identify him or herself by wearing the program nametag that has been issued by the ACCE.

Students will acknowledge and respect the patient Bill of Rights. Patients have the right to know that they are being treated by a student and may refuse treatment. Refusal by a patient should be graciously acknowledged by the student. Students must receive informed consent from the patient prior to treatment if patient agrees to be treated by student.

In addition to assignments listed as part of the clinical course (blackboard discussions, journals, etc.), clinical instructors may assign projects or assignments as part of a student’s clinical education. Students will accept and complete individual assignments given by the clinical instructor.

Students will respond professionally to the evaluation of his/her clinical performance by the clinical instructor. If a student believes he or she is being evaluated unfairly or if a conflict arises, the student should approach the clinical instructor first in attempt to resolve the conflict. If the student is dissatisfied with the outcome, the student should contact the Center Coordinator for Clinical Education of the facility and the ACCE at the college as soon as possible. The ACCE will attempt to resolve the situation which may require decisions to be made by the Program Director or Dean of Health Professions. If the student continues to be unsatisfied with the result then he or she shall follow the Communications Policy and Grievance policy outlined in the PTA Program Student Handbook and College catalog respectively.

The ACCE may visit the student on clinical at any time during the experience if there are concerns. **The clinical site or the College may remove a student from the site upon reasonable notice.** The clinical site may without notice unilaterally remove the student whose continued presence threatens the clients, staff, policies, or programs of the site. In the event of such removal, the clinical site will promptly provide the College with a written explanation of the reason for such action.

Patient Confidentiality

Students are required to observe all rules and regulations of clinical site regarding patient confidentiality as well as HIPAA regulations (see Clinical Education Handbook)

Patient Rights

All patients have the right to be informed of care provided by a student. Patients have the right to refuse treatment by the student. Students must wear a name tag at all times indicating they are a student. Students must introduce themselves to the patient clearly identifying themselves as a PTA student.

Course Requirements/Student Responsibilities:

1. Adheres to the NSCC Student Handbook.
2. Achieves a cumulative minimum grade average of 75% (“C”) or greater. If this average is not being met, it is up to the *student* to seek help from the instructor and other College resources as soon as possible.
3. Completes all readings and assignments prior to the clinical day
4. Demonstrates class attendance, promptness, professionalism, and active participation.
5. Adheres to the PTA program policies as outlined in the Student Orientation Handbook.

6. Adherence to the PTA program learning contract and demonstration of professional behavior. Lack of professional behavior policy may be subject to the program's professional behavior policy.

Statement of Reasonable Accommodations

As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Accessibility Services and your professor to meet any disability-related need for reasonable academic accommodations in this course.

1. To begin this process, please visit www.northshore.edu/accessibility_services and follow the outlined procedure to request services.
2. If you have already received approval for accommodations from Accessibility Services at NSCC, please present your professor with your Faculty Notice of Academic Accommodations during the first week of the semester or as soon as possible. Accommodations go into effect once you hand-deliver this notice to your professor.

If you will require assistance during an emergency evacuation on campus, please notify your professor immediately. For your reference, evacuation procedures are posted in all classrooms.

Diversity Statement

NSCC is committed to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. This course will foster an environment which respects diverse points of view, cultural backgrounds, groups and individuals.

****SYLLABUS SUBJECT TO CHANGE****

Appendix C: Definition of Terms for Clinical Education

Clinical Education Definition of Terms

Academic Coordinator of Clinical Education (ACCE): Member of the PTA program responsible the clinical education component of the program including; planning, evaluating and assigning clinical placements.

Center Coordinator of Clinical Education (CCCE): The individual at each clinical site responsible for the coordination of clinical education students with the programs ACCE.

Clinical Instructor (CI): A PT or PTA at a clinical site responsible for the direct supervision of the student.

Clinical Site: The healthcare setting which an affiliation agreement with NSCC to provide clinical experiences for PTA students.

Clinical Performance Instrument (CPI): APTA assessment tool used to evaluate students on clinical at mid-term and final.

Appendix D: Clinical Education Forms

**NORTH SHORE COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT AGREEMENT FOR PARTICIPATION IN CLINICAL**

1. The student shall be responsible for the completion of all health forms, CPR certification and for maintaining professional malpractice liability insurance as required prior to clinical experiences, consenting to the release of this information to clinical sites as requested.
2. The student shall accept each clinical assignment in a professional manner by displaying a positive attitude, openness to learning and effective interactions with other students, faculty, clinical instructors, patients and all other personnel within facility.
3. The student shall follow the policies, rules and standards of practice of the clinical site (hospital/skilled nursing/schools, etc.).
4. The student shall adhere to HIPAA regulations at all times and maintain as confidential all patient/client/school records and all other data to which the student has access within the facility.
5. The student shall accept individual and independent assignments requested or assigned by fieldwork supervisor/educator.
6. The student shall review and acknowledge the evaluation(s) conducted by clinical instructor(s)/educator(s) regarding his/her professional performance and ability to function within the facility/program as a PTA clinical student.
7. The student shall be responsible for supplying own uniforms, or required dress as indicated by clinical site.
8. The Institution or College may remove any student from this facility upon reasonable notice. The facility may, without notice, unilaterally remove the student whose continued presence threatens the clients/patients/students, staff, policies or programs of the clinical facility. In the event of such removal, the facility will immediately contact NSCC's Academic Coordinator of Clinical Education and promptly provide the college with a written explanation for the reason for such actions.
9. In the event of injury or episodic illness, the student shall be responsible for payment of health care services provided by the facility.
10. The student shall for all purposes be deemed independent contractors and not employees of the facility, but, nevertheless, shall abide by all applicable facility policies and procedures.

My signature below indicates my acceptance, understanding and agreement to comply with all clinical education responsibilities and policies and procedures for the PTA program.

Name (please print)

Date

Student Signature

Affiliation Agreement with Clinical Sites

NORTH·SHORE COMMUNITY COLLEGE

1 Ferncroft Road Danvers, Massachusetts 01923

(978) 762-4000

CLINICAL CONTRACT AGREEMENT

Agreement between **NORTH SHORE COMMUNITY COLLEGE** and for Clinical/Fieldwork Practicum experience in the Health Professions Division Programs which may include, but is not limited to Medical Assisting, Nurse Education, Occupational Therapy, Physical Therapy, Practical Nursing, Radiologic Technology, Respiratory Care, and Surgical Technology.

This agreement made and entered into **by and between the Health Professions Division at NORTH SHORE COMMUNITY COLLEGE**, hereinafter referred to as the **COLLEGE** and hereinafter referred to as the **FACILITY**.

WITNESSETH

Whereas the **COLLEGE** is the owner and operator of a program in Health Professions requiring certain clinical educational facilities, and

Whereas the **FACILITY** is the owner and operator of a health care institution in which such clinical facilities presently exist, and

Whereas the parties herein referred to are desirous of entering into this agreement for the express purpose of setting forth clearly and accurately a complete and detailed statement of their respective agreements and responsibilities during the term of this agreement, therefore;

The **COLLEGE** agrees to:

1. Assume and maintain responsibility for the planning and implementation of the Health Professions educational program(s) including administration, programming, curriculum, faculty appointments, and requirements for matriculation, promotion, and graduation.
2. Provide faculty, classroom space, and equipment for classroom and laboratory instruction.
3. Plan a schedule of classes. This plan shall include course name, subject area to be taught, instructor, and dates. This plan shall also include the days and hours of Clinical Experience and the number of students assigned, which shall be mutually agreed upon with the **FACILITY**.
4. Require students to maintain professional liability insurance (\$1,000,000/\$3,000,000) for expenses or losses incurred through negligence by reason of any act of commission or omission.
5. Allow visits by the **FACILITY** adjunct faculty to the **COLLEGE** for purposes of planning the clinical rotations, discussing problems associated with these rotations, and using the library.
6. Require students and clinical faculty to be in good health, to document immunity to measles, mumps, rubella; document a single dose of Tdap if it has been more than five (5) years since last Td (tetanus/diphtheria); document immunity via immunization or titer to varicella; and document immunization for Hepatitis B.
7. Students and clinical faculty will have a TST test administered by the Mantoux method (ppd) within six months of the start of their clinical rotation. Students and faculty with a history of a positive TST or new reactors shall be required to have physician documentation of evaluation and follow-up. Returning students and faculty are required to have an annual TST.
8. All students will complete required OSHA training for standard precautions and occupational exposure to Bloodborne Pathogens.
9. Provide the **FACILITY** staff with educational objectives of the **COLLEGE** program. Provide a clinical faculty member to act as a liaison between the preceptor at the **FACILITY** and the student(s)

NORTH·SHORE COMMUNITY COLLEGE

1 Ferncroft Road, Danvers, MA 01923
(978) 762-4000

CLINICAL OBSERVATION AGREEMENT

Agreement between North Shore Community College Physical Therapist Assistant Program and _____ for Clinical Observation experience.

This agreement made and entered into by and between the Physical Therapist Assistant Program at North Shore Community College, hereinafter referred to as the PROGRAM and _____ to as the FACILITY.

The **PROGRAM** agrees to:

1. Require students to document immunity to measles, mumps, rubella, document inoculation against diphtheria and tetanus within the last 10 years; document immunity via immunization or titer to varicella; document immunization for Hepatitis B.
2. Require students to be in compliance with the current OSHA requirements and standard precaution training prior to clinical observations.
3. Require students to receive educational training in universal precautions, HIPAA and patient confidentiality prior to clinical observations.
4. Require students to be screened for criminal history through a CORI check prior to clinical observations.

The **FACILITY** agrees to:

1. Provide to students a 2 hour clinical observation experience in a clinical setting by a clinical specialist.
2. Allow the Clinical Coordinator to visit the site to discuss with clinical specialist a student's clinical observation experience if needed.

It is mutually agreed that:

1. Students and clinical faculty will abide by the **FACILITY**'s rules, procedures and standards for professional conduct and attire when assigned to the **FACILITY** for clinical observation experience.
2. Students participating in the rotation under this agreement shall not be deemed employees of the **FACILITY** under any circumstances and shall not participate in hands-on care of patients.
3. Patient care takes precedence over education.

This agreement shall become effective on the date signed by the FACILITY and shall continue in effect for the parties and their successors until herein provided. The terms of this agreement may be modified by mutual consent of both contracting parties at any time during the period of contractual agreement, by separate Addenda with required signatures. Any alteration to the wording in this document shall void this agreement. If either party desires to terminate this agreement, it shall serve ninety (90) days written notice sent by certified mail thereof on the party: however, the parties agree that, such notice shall not be effective until the customary completion date for the class of students that was most recently admitted to the COLLEGE. In witness whereof, under the authority of the governing bodies, the parties hereto have set their hands the day and year written below.

NORTH SHORE COMMUNITY COLLEGE,
Danvers, MA

FACILITY:

Maryanne Atkinson
Dean of Health Professions

Administrator Date

NORTH SHORE COMMUNITY COLLEGE
Physical Therapist Assistant Program

Clinical Experience I
Clinical Placement Planning Form

Name: _____

Address: _____

Phone: _____

College Email: _____

Reminder: You are required to complete a clinical experience in **one in-patient and one out-patient setting**.

List any areas of special interest (i.e. women's health, pediatrics, cardiac rehab, TBI, etc.)

List 5 choices for clinical experience 1

Every effort will be made to try to accommodate one of your choices. However, with limited available clinical sites, this may not be possible. I will meet with you to discuss other options for placements if you are not placed at one of your choices.

.

ACCE use only:

Placement: _____

Does CI meet all minimum requirements of the program: Yes No

NORTH SHORE COMMUNITY COLLEGE
Physical Therapist Assistant Program

PTA 208 Clinical Experiences 2A and 2B
Placement Planning Form

Name: _____
Address: _____
Phone: _____
Email: _____

Reminder: You are required to complete a clinical in one in-patient and one out-patient setting.

Please list the facility at which you completed your 4 week clinical experience:

Circle type of facility- Inpat Outpat SNF Other

Please note, every effort will be made to accommodate one of your choices for placement, however facilities' final confirmation of available sites, faculty input, academic performance, assessment of professional core values and student's previous experience will all be considered for the most appropriate match for each student.

List 5 choices for experience 2A

List 5 choices for experience 2B

.

.

Every effort will be made to try to accommodate one of your choices. However, with limited available clinical sites, this may not be possible. I will meet with you to discuss other options for placements if you are not placed at one of your choices.

.

ACCE use only:

Placement: _____

Does CI meet all minimum requirements of the program: Yes No

**NORTH SHORE COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
Student Data Form**

Please Print

I Personal Information

Name: _____

Address: _____

Phone: _____

NSSC Email: _____

Emergency contact information:

Name: _____

Relationship: _____

Contact number: _____

II. Education/clinical experience information:

Anticipated date of graduation: _____

Previous degrees obtained if any: _____

Previous work/volunteer experience:

Area of interest:

Areas of strength:

Areas for improvement:

Learning style: (Describe your learning style, i.e.; (hands-on”, visual, auditory input, fast/slow pace, structured) :

Previous clinical experience (if applicable):

Facility: _____

Type of Setting: _____

Summary of experience:

**NORTH SHORE COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
CHECKLIST OF STUDENT CLINICAL AND/OR ACADEMIC EXPERIENCES**

NAME: _____

TREATMENT	PATIENT CONTACT WITHOUT SUPERVISION	PATIENT CONTACT WITH SUPERVISION	CLASSROOM LAB PRACTICE	LECTURE FAMILIARITY	NOT COVERED	COMMENTS
BIOFEEDBACK						
CERVICAL TRACTION						
LUMBAR TRACTION						
DIATHERMY						
HI-VOLT						
HOT/COLD PACKS						
INTERMITTENT COMPRESSION						
IONTOPHORESIS						
MASSAGE						
PARAFFIN						
ISOKINETICS						
PNF PATTERNS						
ULTRASOUND						
ULTRAVIOLET						
WHIRLPOOL						
INTERFERENTIAL						
PERIPHERAL JOINT MOBILIZATION						
ROM EXERCISES						
RESISTANCE						

TREATMENT	PATIENT CONTACT WITHOUT SUPERVISION	PATIENT CONTACT WITH SUPERVISION	CLASSROOM LAB PRACTICE	LECTURE FAMILIARITY	NOT COVERED	COMMENTS
TRAINING						
STRETCHING						
BREATHING EXERCISES						
POSTURAL DRAINAGE						
PERCUSSION VIBRATION						
BED MOBILITY						
MAT MOBILITY						
TRANSFER TRAINING						
WHEELCHAIR MEASUREMENT TRAINING						
GAIT TRAINING WITH ASSISTIVE DEVICE						
GONIOMETRY ASSESSMENT						
FUNCTIONAL ASSESSMENT						
TREATMENT ASSESSMENT						
MANUAL MUSCLE TEST						
SENSORY ASSESSMENT						
GAIT ANALYSIS						
TEAM MEETINGS						
FAMILY CONFERENCE						
FAMILY TEACHING						
VITAL SIGN MEASUREMENT						

TREATMENT	PATIENT CONTACT WITHOUT SUPERVISION	PATIENT CONTACT WITH SUPERVISION	CLASSROOM LAB PRACTICE	LECTURE FAMILIARITY	NOT COVERED	COMMENTS
SOAP NOTE WRITING						
HOME VISITS						
DISCHARGE PLANNING						
CARDIAC REHAB.						
OTHER:						

Revised: 2/2016

**North Shore Community College
Physical Therapist Assistant Program**

**Summary of Freshmen and Sophomore
Clinical Experiences and Weekly Goals**

Clinical Instructor

Facility

Student

Date

TYPE OF FACILITY: _____

STRENGTHS DEMONSTRATED DURING THIS PRACTICUM: _____

AREAS NEEDING IMPROVEMENT DURING THIS PRACTICUM: _____

PROPOSED OBJECTIVE(S) FOR FUTURE ROTATION: _____

Clinical Instructor Signature _____

Date _____

Student Signature _____

Date _____

Week _____

Record of Patients

List a minimum of 3 different patients by condition and age seen this week. Be fairly specific about the treatments performed and suggest how you will progress each patient.

Diagnosis	Age	Treatment	Treatment progression

Student

Clinical Instructor

Week _____

Weekly Goals and Objectives

Weekly Goals	Resources To achieve Goal	Completed (Date and CI signature)

Student _____

Clinical Instructor _____

Weekly Objectives are to be completed as a collaborative effort between Clinical Instructor and Student

**North Shore Community College
Physical Therapist Assistant Program
Clinical Experience Weekly Time Record**

Student _____

Week/Date	Monday	Tues	Wed	Thurs	Friday	Comments
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						

Student signature: _____ Date: _____

Clinical Instructor signature: _____ Date: _____

In-Service Evaluation

Student: _____

Topic: _____

The student (please circle):

Selects appropriate topic	Yes	No
Presents evidence-based information for topic selected	Yes	No
Relates clear, appropriate objectives	Yes	No
Selects media which enhance presentation	Yes	No
Selects appropriate style of presentation	Yes	No
Conveys effective verbal and nonverbal information	Yes	No
Speaks clearly and succinctly	Yes	No
Presents information appropriate to level of audience	Yes	No
Describes accurate information relevant to clinical practice	Yes	No
Responds appropriately to learners' questions	Yes	No

Comments:

Signature of Clinical Instructor

North Shore Community College Physical Therapist Assistant Department Evaluation of ACCE and Program

***Indicates required field**

Please complete this survey to help us continue to assess and make changes as needed to our clinical education program. Your feedback is greatly appreciated. Feedback is anonymous unless you choose to include your email address below.

Email address _____

Please use the following scale:

0=N/A 1=Poor 2=Needs Improvement 3=Average 4=Very Good 5=Excellent

Evaluation of ACCE

The Academic Coordinator of Clinical Education (ACCE) has the role of bridging the Physical Therapist Assistant academic program with clinical practice. Your feedback will assist to enhance the ACCEs performance and delivery of our clinical education and academic program.

Please mark only one oval for each question.

Communication

1. Provides timely communication*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Solicits comments, feedback, concerns*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Conducts clinical site visits as needed*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

4. Maintains contact with clinical site*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

Professional Behaviors

1. Fosters atmosphere of mutual respect in clinical education*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

2. Displays positive attitude*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

3. Approachable*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

4. Accessible*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. Interpersonal skills that foster quality relationships*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Effective conflict resolution skills*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

7. Responds to unexpected situations using productive problem-solving skills*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Please list any agenda items that you would like to discuss at a Clinical Educators' workshop:

We value your input; please leave any additional comments below that will help us improve our program. Thank you.

Evaluation of the PTA Program

Based on your observation of students on clinical at your facility, do you find that the NSCC PTA curriculum provides adequate entry-level instruction for a PTA at your facility? Please rate and comment on the following:

1. APTA Code of Ethics, professionalism (Value-Based Behaviors for the PTA) and cultural competence*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

2. Administering all aspects of plan of care as developed by the physical therapist*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

3. Documentation (written communication skills)*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

4. Patient/client education*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

5. Background in the etiology and manifestations of various diseases*

	0	1	2	3	4	5	
N/A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. Basic patient skills: positioning, bed mobility, transfers, draping*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

7. Palpation and background anatomy*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

8. Demonstrate of an understanding of evidence-based practice (i.e. in-service presentation and other related research activities/assignments)*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

9. Gait training (with/without assistive devices)*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

10. Cardiopulmonary Techniques (chest PT, respiration and ventilation, circulation)*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

11.. Therapeutic modalities-electrotherapeutic and physical agents*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

12. Physical therapy assessment skills: vital signs, goniometry, MMT, ROM, Sensation/neurological assessments, pain, girth/edema*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

13. Knowledge and application of Standard Precautions*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

14. Communication and interprofessional collaboration*

	0	1	2	3	4	5	
N/A	O	O	O	O	O	O	Excellent

Comments:

Please discuss your perceptions of the STRENGTHS of the NSCC Program:

Please discuss your perceptions of AREAS NEEDING IMPROVEMENT in the program. (Feel free to include your suggestions on how we may improve upon any deficiencies in our program/curriculum).