



**LARAMIE COUNTY  
COMMUNITY COLLEGE**

**Laramie County Community College  
Physical Therapist Assistant Program  
Clinical Education Handbook**

Last revised: 8/14/15

# PHYSICAL THERAPIST PROGRAM CLINICAL HANDBOOK

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**LARAMIE COUNTY COMMUNITY COLLEGE  
HEALTH SCIENCES & WELLNESS DIVISION  
PHYSICAL THERAPIST ASSISTANT PROGRAM**

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# PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT HANDBOOK

**Welcome to clinical education!** We hope the contents of this manual will assist you in providing a high quality clinical education experience for instructor and student. Clinical education is a vital portion of the physical therapist assistant (PTA) curriculum. It allows the student to fully integrate and implement the information and skills learned during basic science coursework, as well as the clinical classroom and laboratory portions of the program.

The purpose of this handbook is to provide information and guidelines as a common frame of reference for all who are involved in the clinical education process:

- The student
- The Clinical Instructor
- The Center Coordinator of Clinical Education
- The faculty members of the PTA Program at Laramie County Community College (LCCC).

## Frequently Called Numbers

Campus Operator.....	307.778.5222
Admissions/Enrollment Services.....	307.778.1357
Financial Aid.....	307.778.1215
Bookstore.....	307.778.1114
Library.....	307.778.1205
Health Sciences and Wellness Division.....	307.432.1668
Fax.....	307.778.1395
Veterans Affairs Office.....	307.778.4396
TTY Number.....	307.778.1266
Student Support Services.....	307.778.4315
Disability Resource Center.....	307.778.1359
Campus Security.....	307.630.0645

## **I. Program Information**

### **1.1 History**

Laramie County Community College (LCCC) in Cheyenne, WY began serving students on May 1, 1968 to help fill the need for academic, career and community service/continuing education in the county. LCCC, as the sponsoring institution, is currently fully accredited by the Higher Learning Commission of the North-Central Association of Colleges and Schools through 2010.

Laramie County Community College received approval from the Wyoming Community College Commission, the state agency charged with oversight for community colleges in the State of Wyoming, to confer the associate of applied science degree in Physical Therapist Assistant in June 2007.

### **1.2 Program Accreditation**

The Physical Therapist (PTA) curriculum is designed to meet all the accreditation requirements for the Commission on Accreditation in Physical Therapy Education (CAPTE). The PTA Program at LCCC is fully accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA), 111 North Fairfax Street, Alexandria, VA 22314, accreditation@apta.org (703) 684-2782.

### **1.3 Mission Statement**

The primary mission of the Physical Therapist Assistant (PTA) program at Laramie County Community College (LCCC) is to provide a high quality education in physical therapy in order to produce certified, professional, ethical, competent practitioners in the field with a strong potential for advancement and leadership.

### **1.4 PTA Program Philosophy**

The Physical Therapist Assistant (PTA) program philosophy is committed to a high standard of educational excellence while promoting learner responsibility, effective communication, critical thinking, and collaboration. We strive to educate entry-level PTA practitioner generalists that adhere to professional, ethical, and legal guidelines of the profession to serve our communities. We strive for excellence in all aspects of student education. Student education will be focused on the theory, knowledge and clinical skills essential to the entry level PTA. The curriculum is designed for the optimal use of technical innovation, hands on learning, and thorough practical clinical education. This structure drives our emphasis on technology and communication to facilitate learning in the classroom and the clinic. Graduates will meet the diverse needs of employers and the community while providing high quality patient care under the direction and supervision of a physical therapist.

The PTA Program at LCCC provides students a curriculum consistent with the guidelines of the Higher Learning Commission of the North-Central Association of Colleges & Schools, the Commission on Accreditation in Physical Therapy Education (CAPTE), and the Normative Model

of Physical Therapist Assistant Education: Version 2007 that constitutes current content for an entry-level physical therapist assistant.

The Physical Therapist Assistant Program curriculum is highly structured, involving classroom, hybrid courses, online optional classes, lab and clinical work as well as considerable amount of personal study. Program faculty schedules all classes, labs and clinicals which may include Saturday and/or evening dates/times. A large component of clinical education is included in the curriculum. Program faculty will insure that competency in skills and knowledge, gained in the classroom and lab, will adequately prepare students for clinical internships.

Expectations of students by the PTA Program include, but are not limited to:

- Being available and on time for class or clinic scheduled.
- Preparing in advance for class/lab activities.
- Providing your own transportation to assigned clinical sites.
- Providing your own housing during assigned clinical practicum's.
- Demonstrating professional behavior at all times.

Upon completion of the PTA educational experience at LCCC you will be awarded the Associate of Applied Science (AAS) degree and will be eligible to sit for the National PTA Board Exam for Licensure/Certification nationwide. In Wyoming, all PTA's must take and pass the exam to practice as a PTA. Additionally, it is hoped that all students will participate in the College and Program evaluation process by notifying use of areas of strengths and/or needing improvement. All graduates will be sent an assessment form within the first 12 months after graduation. Faculty and staff will do everything they can to ensure that your time spent with us is successful and enjoyable.

#### 1.41 **PHYSICAL THERAPIST ASSISTANT PROGRAM OVERVIEW**

##### **A. The Physical Therapist Assistant**

The Physical Therapist Assistant (PTA) is a skilled health care worker who assists the physical therapist in providing physical therapy treatment interventions to patients and/or clients in a variety of practice settings. Duties of the PTA are varied and may include, but are not limited to, the rehabilitation of adult and pediatric clients with orthopedic, neurological, traumatic injuries, and various medical conditions through the application of physical modalities, exercise programs, gait training, functional activities, and patient education. The PTA must obtain a license/certificate to practice in Wyoming. A majority of other states also regulate the PTA primarily through licensure and/or certification, you should contact the physical therapy regulatory agency for that state regarding licensure requirements.

## **1.5 Program Goals**

The PTA program seeks to prepare students to assume a professional and active role within the physical therapy community. The program seeks to:

1. Produce PTA's prepared to competently meet or exceed the entry level duties of a PTA in a variety of settings.
2. Produce PTA's prepared to successfully complete the National Physical therapist Assistant Examination (NPTE).
3. Develop and deliver an integrated academic program leading to the successful completion of the guidelines developed by the Higher Learning Commission of the North-Central Association of Colleges and Schools, The Commission on Accreditation in Physical Therapy Education (CAPTE), and the Normative Model of Physical Therapist Assistant Education: Version 2007.
4. Advance the recognition of the field of physical therapy and the role of the PTA within that field.
5. Promote the importance of continued personal and professional development through life-long learning and membership in professional organizations.

## **1.6 Program Objectives**

**Graduates of the Physical Therapist Assistant Program will be able to:**

1. Work under the supervision of a physical therapist in an ethical, legal, and professional manner.
2. Implement a comprehensive treatment plan developed by the physical therapist.
3. Recognize and implement the use of outcomes for patients in a variety of settings.
4. Demonstrate effective oral, written, and non-verbal communications skills as it relates to a culturally diverse population.
5. Successfully integrate concepts from the pre-requisite course work, basic sciences and PTA programming into physical therapy practice.
6. Demonstrate a commitment to life-long learning, evidence based practice, and ongoing professional growth in physical therapy practice.

# **PHYSICAL THERAPIST ASSISTANT ADMISSIONS POLICY AND PROCEDURES**

## **A. Physical Therapist Assistant Program Admissions Policy**

Admission to the Physical Therapist Assistant (PTA) Program is open to all academically qualified LCCC students. The program has a capacity of twenty (20) students and is a competitive admissions process.

*Definition: Academically qualified students are those who have completed the necessary prerequisite courses with a grade of “C” or better.*

### **1.7 Program Curriculum**

#### **PREREQUISITES**

#### **Semester Credits/Lecture/Lab/Ojt**

CO/M 1010 Public Speaking (recommended)	
<b>OR</b> co/m 1030 Interpersonal Communication	3/3/0/0
ENGL 1010 English I: Composition	3/3/0/0
HLTK 1200 Medical Terminology	2/2/0/0
MATH 1400 Precalculus Algebra	3/3/0/0
ZOO 2015 Human Anatomy or ZOO 2010 Anatomy and Physiology I.	4/2/2/0
<b>TOTAL PREREQUISITE CREDIT HOURS:</b>	<b>15 credit hours</b>

#### Recommended (but not required):

HLTK 1210 Human Body systems  
HLTK 2300 Health Care Ethics  
HOEC 1140 Nutrition  
PHYS 1050 Concepts of Physics  
PSYC 1000 Psychology

#### **Spring I**

PTAT 1600 Introduction to PT	3/3/0/0
PTAT 2030 Functional Kinesiology	4/2/2/0
PTAT 1650 Therapeutic Procedures I	4/2/2/0
ZOO 2025 Physiology OR ZOO 2020 Anatomy/Physiology II	4/2/2/0
<b>TOTAL SEMESTER CREDIT HOURS:</b>	<b>15 credit hours</b>

#### **Summer I**

PTAT 1660 Therapeutic Procedures II	4/2/2/0
PTAT 1740 Cardiac Rehab	1/.5/.5/0
PTAT 1970 PTA Internship I	4/0/0/3
CMAP 1658 Computer in Health Care(Computer Literacy)	1/1/0/0
<b>TOTAL SEMESTER CREDIT HOURS:</b>	<b>10 credit hours</b>

**Fall II**

PTAT 1720 Therapeutic Exercise	4/2/2/0
HLTK 2510 Pathophysiology	2/2/0/0
EDST 2450 Human Lifespan Development	3/3/0/0
POLS 1000 or HIST 1211 or HIST 1221 or HIST 1251 or ECON 1200	3/3/0/0
PTAT 2970 PTA Internship II	5/0/0/5
<b>TOTAL SEMESTER CREDIT HOURS:</b>	<b>17 credit hours</b>

**Spring II**

PTAT 1800 Neurology	3/1.5/1.5/0
PTAT 1820 Orthopedics	4/2/2/0
PTAT 1840 Specialty Rehabilitation	1/.5/.5/0
PEAC Physical Activity	1/1/0/0
PTAT 2971 PTA Internship III	5/0/0/5
<b>TOTAL SEMESTER CREDIT HOURS:</b>	<b>14 credit hours</b>

**TOTAL DEGREE CREDIT HOURS: 70 credit hours**

## **1.8 Course Descriptions**

PTAT 1600 Introduction to PTA (3 semester credits)

This is an introductory course where students examine the history and progress of the profession of physical therapy. In addition, students discuss professional ethics, malpractice, and licensure laws related to physical therapy. Students also develop professional oral and written communication skills, discuss current issues in physical therapy, utilize basic physical therapy terminology, practice collaboration with other healthcare professionals, and participate in reviewing the basic format of the professional literature.

PTAT 1650 Therapeutic Procedures I/Lab (4 semester credits)

Students explore and develop skills involving the principles and practices of physical therapy including performing range of motion assessment and measurements, assessing posture, monitoring vital signs, implementing universal precautions, performing and assessing body mechanics during a variety of activities, performing transfers for a variety of patient populations, assessing wheelchair fitting, utilizing assistive devices, developing edema management programs, assessing and applying compression wraps, and demonstrating a variety of taping procedures.

PTAT 1660 Therapeutic Procedures II /Lab (4 semester credits)

Students examine the principles and practices of physical therapy including assessment and measurement of pain and inflammation, applying a variety of massage techniques, and analyzing and applying principles of gait training. The students also assess and apply a variety of modalities including: thermal agents, continuous passive motion, ultrasound, infrared, electrical stimulation (TENS, FES, IFC, EMG, and Biofeedback), diathermy, mechanical and manual traction, iontophoresis, and phonophoresis.

PTAT 2030 Functional Kinesiology/Lab (4 semester credit hours)

Students explore the application of anatomy to the study of human motion as it relates to the field of physical therapy. Students will identify positioning and perform procedures for muscle testing, biomechanics, gait, posture, arthrokinematics, goniometry of the lower extremities, and describe the physiology of muscle contraction.

PTAT 1720 Therapeutic Exercise/Lab (4 semester credits)

Students explore the theory, principles, and implementation of therapeutic exercise programs for a variety of patient populations. In addition, they apply specific strategies for stretching (sustained hold, contract/relax, strain/counterstrain), strengthening (isometrics, isotonic, open/closed chain, resistive exercises, weight training, aquatics), balance and coordination activities. Students also examine theories of motor control and motor learning, proprioceptive neuromuscular facilitation (PNF), neuro developmental treatment (NDT) and implement these theories into clinical practice. Lab activities will involve therapeutic exercise programs set up and implementation in the clinical setting.

PTAT 1740 Cardiac Rehab/Lab (1 semester credits)

Students explore an in-depth description of cardiopulmonary rehabilitation and develop skills to read and assess basic EKGs (normal and pathological), identify cardiac protocols, assess and monitor common cardiopulmonary conditions, review cardiac and pulmonary circuitry, identify cardiac precautions for a variety of patient populations, develop a comprehensive treatment program for patients with cardiopulmonary conditions, assess and perform postural drainage, and establish endurance and wellness programs for healthy and diseased individuals.

PTAT 1800 Neurology/Lab (3 semester credits)

Students examine multiple pathologies of the nervous system including stroke, demyelinating diseases, spinal cord injury, Parkinson's Disease, and traumatic brain injuries. In addition, students contrast normal structures and function of the nervous system, including motor control centers of the brain and spinal tracts, to a nervous system with specific impairments. Students also develop skills to assess, treat, and manage the neurologically impaired patient based on clinical signs and symptoms of neurological disorders.

PTAT 1820 Orthopedics/Lab (4 semester credits)

Students examine common orthopedic conditions and the corresponding management/implementation. Students identify common orthopedic conditions, identify components of an orthopedic physical therapy evaluation, analyze the information obtained from the evaluation, and organize treatment interventions. Students are exposed to case studies dealing with orthopedic patients including those with prosthesis related diagnosis. Students will also learn to progress also learn to progress a physical therapy program for a variety of orthopedic and post-surgical conditions.

PTAT 1840 Specialty Rehabilitation (1 credit hours)

Students explore an in depth overview of many specialties in the world of physical therapy rehabilitation. These specialties include but are not limited to: vestibular disorders, pediatric rehabilitation, wound care, burns, dressing techniques, women's health, and chronic pain. Additionally, students explore what is involved with teaching postoperative positioning, developing exercise programs for specialty populations, and women's health issues including pelvic pain and incontinence issues. The interdisciplinary team approach will be utilized during the student's final simulation lab experience.

PTAT 1970 PTA Internship I ( 4 semester credit hours)

Students will explore a variety of practice opportunities in the clinical setting. Students will gain exposure to the working environment under the supervision of a physical therapist. Students will be expected to perform basic documentation skills in the form of a SOAP note or other format as used in the particular clinical setting. Students will also be expected to begin performing modalities under the direct supervision of a physical therapist.

PTAT 2970 PTA Internship II (5 credit hours)

Students will explore a variety of practice opportunities in the clinical setting. Students will gain exposure to the working environment under the supervision of a physical therapist. Students will be expected to perform all documentation for patient care in the form of a SOAP note or other format as used in the particular clinical setting. Students will also be expected to perform all modalities as directed by the physical therapist. Students will be expected to carry a case load of 50-75% of a clinician by the fifth week of the internship with distant (line of site) supervision by the physical therapist.

PTAT 2971 PTA Internship III (5 credit hours)

Students will explore a variety of practice opportunities in the clinical setting. Students will gain exposure to the working environment under the supervision of a physical therapist. Students will be expected to perform all documentation for patient care in the form of a SOAP note or other format as used in the particular clinical setting. Students will also be expected to perform all modalities as directed by the physical therapist. Students will be expected to develop exercise programs based on the physical therapist findings and assessment. Students will be expected to carry a case load of 75-100% of a clinician; 100% by the fifth week of the internship with general supervision by the physical therapist. Upon completion of the internship students will return to campus for a comprehensive examination over their PTA educational experience.

## **1.9 Clinical Education Outcomes**

### **PTAT 1970 PTA Internship I**

#### **COURSE OUTCOMES:**

Upon completion of this clinical course, utilizing the physical therapist assistant process, the student will be able to:

1. Demonstrate the ability to apply all PTA learned skills and information and safely perform selected physical therapy interventions within the physical therapist's plan of care for routine patients under the direct supervision of a physical therapist or a graduate physical therapist assistant.
2. Demonstrates communication skills with peers, supervisors, and patients.
3. Given extra time and frequent, guidance, demonstrate the ability to perform adequate documentation and communication with the physical therapist regarding all aspects of the patient treatment and patient response to physical therapy interventions.
4. Demonstrate the ability to assist in the teaching of patients and caregivers.
5. Compare the role of other allied health personnel with the role of physical therapy personnel.
6. Demonstrate the ability to participate in scheduling and other routine administrative procedures of the physical therapy department.
7. Recognize administrative roles and duties through attendance at departmental meetings, committee meetings, and case conferences as appropriate.
8. Compose a reflective journal regarding the clinical experience while maintain appropriate patient confidentiality.
9. Consistently demonstrate technical skill performance and behaviors legally and ethically with occasional guidance for routine situations.
10. Design and present an in-service on the role of the physical therapist assistant.

## **PTAT 2970 PTA Internship II**

### **COURSE OUTCOMES:**

Upon completion of this clinical course, utilizing the physical therapist assistant process, the student will be able to:

1. Demonstrate the ability to apply all PTA learned skills and information and consistently provide safe, effective, and competent physical therapy interventions from within the physical therapist's plan of care for routine and occasional complex patients with a minimal degree of supervision by a physical therapist or a graduate physical therapist assistant.
2. Consistently demonstrate appropriate professional behaviors in interactions with patients, family members/caregivers, physical therapy personnel, and other health care providers by displaying all Generic Abilities at least at the developing level with some Generic Abilities at entry level.
3. Demonstrate the ability to provide timely and relevant documentation and communication to the physical therapist regarding all aspects of the patient treatment and patient's response to the treatment.
4. Demonstrate the ability to participate in the teaching of other health care providers, consumers, patients and families, and physical therapy personnel with occasional guidance.
5. Demonstrates ability to work with allied health personnel.
6. Demonstrate the ability to participate in routine administrative procedures of the clinic, including billing and patient scheduling.
7. Recognize administrative roles and duties through attendance at departmental meetings, committee meetings, and case conferences as appropriate.
8. Compose a case report regarding a patient treated during the clinical experience and present it to the staff.
9. Consistently demonstrate the ability to perform PTA skills and behaviors legally and ethically with occasional guidance for unusual situations.
10. Design and present an in-service on their case study

## **PTAT 2971 PTA Internship III**

### **COURSE OUTCOMES:**

Upon completion of this clinical course, utilizing the physical therapist assistant process, the student will be able to:

1. Demonstrate the ability to independently apply all PTA learned skills and information and consistently perform safe physical therapy interventions from the physical therapist's plan of care for routine and complex patients under the supervision of a physical therapist or a graduate physical therapist assistant with possible guidance for new or unusual situations.
2. Consistently demonstrate entry level professional behaviors and respect in all interactions with patients, family members/caregivers, physical therapy personnel, and other health care providers by displaying all Generic Abilities at entry level.
3. Demonstrate the ability to provide timely and relevant documentation and communication to the physical therapist regarding all aspects of the patient treatment and patient's response to the treatment.
4. Demonstrate the ability to independently provide effective education to other health care providers, consumers, patients and families, and physical therapy personnel.
5. Demonstrate the ability to work with other allied health personnel
6. Demonstrate the ability to participate in administrative procedures of the clinic, including billing, insurance requirements and quality assurance.
7. Recognize administrative roles and duties through attendance at departmental meetings, committee meetings, and case conferences as appropriate
8. Compose a reflective journal regarding the clinical experience and compare the journal with the journal written during Clinical Education I.

9. Demonstrate the ability to consistently and independently perform entry level PTA skills and behaviors within legal and ethical requirements and guidelines.
10. Design and present an in-service on career development for the PT

## **II. GENERAL POLICIES AND PROCEDURES**

### **2.1 SELECTION OF CLINICAL EDUCATION SITES AND CLINICAL INSTRUCTORS**

The “Guidelines and Self-Assessments for Clinical Education” (APTA, 2004) endorsed by the American Physical Therapy Association’s House of Delegates was used as a resource to highlight the following criteria for selection of clinical education and clinical instructors. The program recognizes the full document in its entirety and should be understood by all parties involved in clinical education including the Director of Clinical Education (DCE)/Academic Coordinator of Clinical Education (ACCE), Center Coordinator of Clinical Education (CCCE), Clinical Instructor (CI), and student.

#### Criteria for Selection of Clinical Education Sites

1. The clinical site’s philosophy regarding clinical education is compatible with the LCCC PTA Program philosophy.
2. The clinical site’s clinical education program is planned to meet the specific objectives of the academic program, the physical therapy service, and the individual student.
3. The physical therapy staff practices ethically and legally.
4. The clinical site demonstrates administrative support for physical therapy clinical education.
5. The clinical site is willing to negotiate and sign an official agreement with LCCC for clinical education.
6. The clinical site has a variety of learning experiences, appropriate to the setting, available to students.
7. The clinical site provides an active, stimulating environment appropriate for the learning needs of the student.
8. The physical therapy staff is adequate in number to provide an educational program for students.
9. Clinical sites with more than three physical therapists have a designated Clinical Coordinator of Clinical Education.
10. There is an active staff development program for the clinical site.
11. The clinical education site is committed to the principle of equal opportunity and affirmative action as required by Federal law.

#### Criteria for Selection of Clinical Instructors (CI):

1. The CI is either a PT or PTA.
2. The CI graduated from an accredited program.
3. The CI is licensed, registered, or certified in those states where applicable.
4. The CI has at least one year of clinical experience.
5. The CI demonstrates clinical competence, professional skills, and ethical behavior.
6. The CI demonstrates effective communication skills.
7. The CI demonstrates effective instructional skills.
8. The CI demonstrates performance evaluation and supervisory skills.

## **2.2 RESPONSIBILITIES OF THE CENTER COORDINATOR OF CLINICAL EDUCATION (CCCE)**

Each clinical site with three or more PT's and PTA's should have a designated CCCE who is responsible for coordinating the assignments and student activities. The CCCE is responsible for the following:

1. Coordinate and schedule potential clinical experiences for affiliating schools.
2. Provide orientation materials on the day of student arrival.
3. Delegate actual clinical supervision of students to staff PT's or PTA's.
4. Serve as a resource for the CI for establishing goals and objectives, setting up learning experiences, and evaluating student performance.
5. Inform the CI of all pertinent information from the affiliating schools.
6. Monitor the supervision and learning experiences of students. Provide communication and problem-solving strategies for the student and CI, if needed.
7. Provide necessary documentation to the schools (clinical agreements, completed student clinical performance instruments-CPIs).
8. The CCCE should contact the PTA Program Director with any complaints involving the PTA Program. The CCCE should contact the Dean of the Health Science & Wellness Division with any complaints regarding the ACCE or PTA Program Director.
9. Complete ACCE Performance Assessment, Self-Assessment of Site, and Self-Assessment of CCCE.
10. The CCCE will read the Clinical Education Handbook and the "Guidelines and Self-Assessments for Clinical Education" (APTA, Rev. 2004) and acknowledge agreement by signing the Clinical Education Handbook and Guidelines Agreement for CCCE/CI (see appendix).

*Note: If there is no designated CCCE, then the departmental director is responsible for the items listed above.*

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

One member of the PTA program faculty is responsible for coordinating the clinical education portion of the program curriculum. The ACCE works directly with the other program faculty, clinical faculty, and students to provide learning experiences which will help the student develop clinical competence.

The ACCE is responsible for the following:

1. Development of clinical education sites.
2. Coordinate and provide clinical instructor development activities.
3. Assessment and determination of student readiness for clinical experience in collaboration with program faculty.
4. Meet with students to discuss clinical site selection.
5. Set up and schedule clinical assignments for students.
6. Ensure that students get a variety of clinical experiences.
7. Meet with students to discuss goals related to clinical education.
8. Coordination of all clinical education experiences

9. Ensure that Clinical Affiliation Contracts are current through annual review of contracts and collaborate with the Contract and Procurement Department to maintain and update contracts and database on an annual basis.
10. Update the Clinical Education Handbook.
11. Provide updated Clinical Education Handbook to all clinical sites and students.
12. Provide all forms and information to clinical site and clinical instructor.
13. Contact clinical site by phone mid-way through clinical experiences.
14. Schedule site visits.
15. Complete and/or coordinate site visits for Clinical Education I, II, and III as needed.
16. Serve as a resource to the student and the clinical instructor.
17. Confer with student and clinical instructor regarding student learning needs and progress towards meeting objectives.
18. Keep student and clinical instructor informed on APTA and state specific regulations and rules that guide clinical practice.
19. Facilitate conflict resolution and problem-solving strategies.
20. Assess student overall clinical education performance based on methods of evaluation.
21. Contact and secure new clinical sites and complete all appropriate paperwork.
22. Ensure that a Clinical Affiliation Agreement between LCCC and the clinical site is reviewed and renewed biannually/annually, as set forth in the respective agreement, by academic and clinical faculty, in collaboration with LCCC's contracts department.
23. Ensure that clinical education sites receive a copy of LCCC's liability insurance on an annual basis if required in the specific clinical contractual agreement(s).
24. Ensure that clinical instructors meet selection criteria.
25. Complete Self-Assessment for Clinical Instructor and ACCE Performance Assessment.

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

CI's are individuals who provide clinical instruction and supervision when students are engaged in the clinical education portion of the curriculum. CI's are considered PTA Program clinical faculty members, but are not employed by LCCC. The CI demonstrates clinical competence and a willingness to share his/her insights and rationales related to patient care. The responsibilities of the CI are as follows:

1. Demonstrate an interest in teaching and in continuing education.
2. Orientate the student to the facility.
3. Facilitate student accomplishment of goals and objectives; assist with planning learning experiences with the student.
4. Supervise the student or arrange supervision by another qualified person.
5. Serve as a resource to the student.
6. Serve as a role model of professional behavior.
7. Encourage the student to take advantage of unique resources and learning experiences of the clinical setting and its staff.
8. Provide an opportunity for regularly scheduled review and discussion of student clinical performance and progress.
9. Confer and consult with the ACCE regarding student learning needs and progress toward meeting objectives.
10. Consult with the ACCE regarding unsatisfactory progress of the student.

11. Assess and evaluate the student clinical experience. Set clear expectations and provide ongoing verbal and written feedback.
12. Problem-solving needs are to be addressed through open communication between the student and CI. If problems cannot be solved to the satisfaction of the CI and the student, the CCCE and ACCE should be contacted.
13. The CI is responsible for being aware of which assessment or intervention techniques the student has demonstrated competence on during the PTA Program prior to the clinical experience (See skill list located in the Appendix). If a CI teaches a student an assessment or treatment technique that has not been presented or practiced in the academic setting, the CI is responsible for determining if the student is safe in applying the procedure to the patient in the clinical setting. The student cannot be evaluated on that skill.
14. The CI is expected to act in an ethical manner and maintain student confidentiality.
15. The CI may contact the Dean of the Health Sciences & Wellness Division with any complaints regarding the ACCE or PTA Program Director.\* The CI should contact the PTA Program Director with any complaints involving the LCCC PTA Program or ACCE.
16. When a patient or member of the public has a complaint or concern regarding a PTA student or the LCCC PTA Program, the CI is responsible to give the individual the name, title, and phone number of the LCCC Dean of Health Sciences & Wellness Division.
17. Complete the ACCE Performance Assessment and the Clinical Performance Instrument at midterm and final for student assessment, and Self-Assessment of Clinical Instructor.

## **2.5 INTERNSHIP AGREEMENT/CONTRACT**

An Internship Agreement/Contract must be signed by the both the clinical facility and LCCC prior to a student being assigned to the facility. This agreement includes a statement regarding general and professional liability and insurance. This agreement automatically rolls over from year to year within the agreement's timeline. Either LCCC or clinical sites can terminate this agreement with a notice. All Internship Agreements/Contracts originate in the office of the Purchasing/Contract Manager at LCCC: Jerry L. Harris, Ph(307) 778-1280, Fax(307) 778-4300, [jharris@lccc.wy.edu](mailto:jharris@lccc.wy.edu).

## **2.6 ARRANGEMENT OF CLINICAL INTERNSHIPS:**

Requests for dates of clinical experiences are mailed out to the Clinical Coordinators of Clinical Education (CCCE) by the program with corresponding clinical dates and affiliation level of the students for that experience. The clinical sites that are available to accept students are compiled and then assignment of the students are made to the clinical site. The CCCE is responsible for assigning the students to a Clinical Instructor.

## **2.7 PLACEMENT POLICY**

The PTA program Academic Clinical Coordinator of Education (ACCE) makes all clinical assignments. Clinical placements are designed to expose the student to different physical therapy settings. It is hoped this exposure will assist the student's attainment of the skills needed for entry level practice as a Physical Therapist Assistant (PTA).

All students must complete three (3) full time clinical experiences beginning at the end of the second semester of the program. The first clinical affiliation is at the end of the first year (summer semester) and is full time for four (4) weeks. Followed by a full time five (5) week clinical experience at the

end of the fall semester, and finally a five (5) week clinical experience at the end of the last semester of the program.

Each student is required to complete at least one full time inpatient clinical experience and one full time outpatient clinical experience. Students are given an opportunity to state their preferences (top 3 choices) for placement before assignments for the clinical experiences are finalized. The students' professional interests and past experience are also given consideration. It is hoped that the student can have one of their three (3) top choices as one of their clinical experiences. Special consideration/accommodation may be given if the student submits their request in writing with at least ninety (90) days advanced notice prior to the internship and if contractual arrangements can be made within the appropriate time frames. Students may also request a clinical site outside of the region. Request outside of the region will be discussed on a case by case basis. Consideration will be given to previous internship experiences and relevance to potential employment upon graduation.

Clinical schedules are determined by the academic faculty in close collaboration with the clinical faculty. Students may **NOT** rearrange clinical assignments. Special situations should be discussed with the ACCE and the PTA Program Director. Students should not contact the clinical facilities to obtain a clinical assignment. If a student contacts a clinical site directly to arrange a clinical placement, please contact the PTA Program ACCE. Students are placed only at facilities in which there is a current, unexpired, written clinical agreement/contract in place.

Students are expected to do at least one of their clinical education courses outside the Cheyenne area. For clinical education placements, all expenses incurred (transportation, meals, housing, etc.) are the student's responsibility unless they are provided all or in part by the clinical facility.

Students may not be placed at any clinical site where they have been employed within the past two (2) years unless it is determined that the particular site would be advantageous to the students learning.

## **2.8 READINESS FOR CLINICAL EXPERIENCES**

The ACCE in consultation with other PTA program faculty assess each student's readiness prior to each clinical experience. The student is placed or not be placed in the clinic based on this assessment. Considerations will include, but not be limited to the following areas:

1. Skill competency demonstrated on practical exams.
2. Generic Abilities status.
3. Prior or current probationary status.
4. Clinical evaluations and performance from completed internships.
5. Ability to perform physical therapy treatments in a safe/effective manner.

Safety in regards to patient care is a priority of this program. In order to insure that the student is able to perform in a safe manner that minimizes risk to patient, self, and others, the PTA faculty considers all of the areas listed above. In addition, all practical exams are monitored in regards to safety criteria, including retakes. The students are notified in writing if they are placed on program probation or if they are denied a clinical placement.

## **2.9 CLINICAL GRADING PROCEDURE**

Clinical Education courses are graded on a Satisfactory-Unsatisfactory system. The final decision as to whether or not the student passes the clinical experience is made by the ACCE. If the ACCE determines that there is a question about whether a student's performance is acceptable, the ACCE brings up the issue to the PTA program faculty for consideration. This decision is a professional judgment of satisfactory progress. The following explains how the satisfactory progress of clinical experience is determined.

1. The evaluation by the Clinical Instructor, including their written comments and whether any "Significant Concerns" boxes are checked on the final CPI form.;

Checking this box () indicates that the student's performance on this criterion is unacceptable for this clinical experience.

When the Significant Concerns Box is checked, written comments to substantiate the concern, additional documentation such as a critical incident form and learning contract are required with a phone call () placed to the ACCE/DCE.

The significant concerns box provides an early warning system to identify student performance problems thereby enabling the CI, student, and ACCE/DCE to determine a mechanism for remediation, if appropriate.

The CI **should not** wait until the mid-experience or final evaluation to contact the ACCE/DCE regarding student performance.

2. Problems or concerns raised by the student and/or clinical faculty during the clinical experience and whether or not these were effectively resolved.

3. How the problems in #1 affected patient care and safety as well as the student's chances of performing at entry-level by graduation

4. Whether the problems in #1 fit a pattern of problems that were evident during the student's academic coursework.

5. ACCE consultation with the student, CI, CCE, and PTA Program Director

6. The uniqueness or complexity of the clinical education site.

7. Whether or not all outcomes on the course syllabus have been met.

8. The Physical Therapist Assistant Clinical Performance Instrument for Students (CPI) will be employed to assess achievement of clinical competence.

9. Determination of the student's final grade (satisfactory/unsatisfactory) on the CPI will be based on the following:

The rating scale was designed to reflect a continuum of performance ranging from —Beginning Performance to —Entry-Level Performance. Student performance should be described in relation to one or more of the five anchors.

The rating scale is NOT a visual analog scale. The vertical mark indicates that the student has exceeded the anchor definition of —intermediate performance however the student has yet to satisfy the definition associated with —advanced intermediate performance. In order to place the rating on an anchor, all of the conditions of that level of the rating must be satisfied as provided in the description for each of the 5 anchors.

The online PTA CPI consists of fourteen (14) performance criteria.

Determining a grade:

The guide below is provided to assist the program in identifying what is expected for the student's performance depending upon their level of education and clinical education experience within the program.

**First clinical experience:** Ratings of student performance may be expected in the first two intervals between beginning performance, advanced beginner performance, and intermediate clinical performance. Students must complete these ratings in 5 out of the 14 criteria in order to pass the first clinical experience.

**Intermediate clinical experiences:** Depending upon the academic curriculum, student performance ratings are expected to progress along the continuum ranging from a minimum of advanced beginner clinical performance (interval 2) to advanced intermediate clinical performance (interval 4). The ratings on the performance criteria will be dependent upon the clinical setting, level of didactic and clinical education experience within the curriculum, and expectations of the clinical site and the academic program. Students must complete these ratings in 10 out of the 14 criteria in order to pass the second clinical experience.

**Final clinical experience:** Students should achieve ratings of advanced intermediate to entry-level for all 14 performance criteria.

Satisfactory completion must also be met for the following:

1. Weekly postings on discussion formats.
2. Completion of assigned papers.
3. Completion of power points and in-services that they must perform at each clinical.

## **2.10 NO-CREDIT/UNSATISFACTORY GRADE FOR THE CLINICAL EXPERIENCE**

1. Failure to meet 5 out of the 14 criteria for the first clinical experience, 10 out of the 14 criteria for the second clinical experience, 14 out of the 14 criteria for the third clinical experience will result in an unsatisfactory grade and may mandate a remediation of the internship.
2. The ACCE meets with the student to discuss the unsatisfactory grade and reason for the grade
3. Recommendations are made for remediation of the problem (s).
4. The student is reminded of LCCC's policies regarding the student's right of appeal.
5. A Plan of Action is developed by the ACCE and the student. The student is placed on PTA Program Probation.

## **2-11 SCHOOL HOLIDAY AND INCLEMENT WEATHER**

Not all clinical education sites recognize the same holidays as LCCC. These sites may remain open for regular business although LCCC may be closed. Students must follow the clinical education site schedule for holidays/closures. If the site remains open for regularly scheduled business during a holiday, the student is to perform their clinical education duties during those days. If the clinical education site is closed during a holiday, the student will also have that day off.

Inclement weather is a way of life in this part of the country, especially during the winter months. If a clinical education facility closes for regular business due to inclement weather the student is to call or email the ACCE as per the absenteeism policy. It will not be considered an absence if the clinical education site is closed due to inclement weather and the ACCE is notified.

If the student is unable to get to the site because of poor weather conditions, closed roads, or other unforeseen circumstances, both the CI and the ACCE must be notified as soon as safely possible.

### **III. STUDENT POLICIES**

In accordance with Wyoming state law governing the practice of physical therapy, the following activities may not be delegated to a Student Physical Therapist Assistant (SPTA): patient/client initial examination, intervention planning, initial intervention, and initial or final documentation. Any documentation written by the student must be signed with the student's full name followed by the title Student Physical Therapist Assistant (SPTA). All documentation must be read and co-signed by a physical therapist. PTA students are expected to be asked to perform only those duties that are routinely delegated to PTA's and within their scope of practice.

#### **3.1 STUDENT RESPONSIBILITIES**

Each student has a variety of clinical experiences throughout the two years of the PTA Program. The students are involved in clinical site selection being able to express their top three choices for placement. The students are guaranteed clinical placement. However, the students must realize there are no guarantees for particular clinical placements because of the number of other classmates involved, other disciplines/schools needing clinical sites, and the need for a well rounded clinical experience by each student. The student's responsibilities are as follows:

1. Once the site has been assigned for a particular student, the clinical site may be contacted to obtain information related to housing, parking, and departmental policies and procedures prior to the start of the clinical experience.
2. Transportation and lodging arrangements and costs.
3. Wear professional attire (refer to section 3-4), including a lab coat if required by that clinical site.
4. Adhere to all policies and procedures of the assigned clinical site.
5. Act in an ethical and legal manner at all times.
6. Identify and actively seek needed learning experiences to meet goals and objectives.
7. Confer and consult with the CI, CCCE, and ACCE regarding learning needs, progress, and/or concerns.
8. Display professionalism and responsibility.
9. Complete ACCE Performance Assessment, Evaluation of Clinical Experience and Instruction, and the Clinical Performance Instrument at midterm and final for self-assessment.

#### **3.2 ATTENDANCE AND ABSENTEEISM**

Attendance is required for the entire clinical experience. All absences must be made up with the exception of official closing of the clinical education site's physical therapy department. All effort

should be made to avoid missing any clinical time. If clinical time is missed, every effort to make up that time should be made and arranged with the CI. All make-up time must be made during the clinical rotation for time that was missed, if possible. If it is not possible to make up the missed time, the student, ACCE, and CI/clinical site will attempt arrangements based on the circumstances. All make-up time must be documented on the student's time record as time made up for a specific date. Each clinical rotation week is defined as 40 hours. Any week that a minimum of 40 hours is not reported requires CI and ACCE approval.

Required Clinic Hours:

Internship I:	160 hours
Internship II:	200 hours
Internship III:	200 hours
<b>Total:</b>	<b>560 hours</b>

Breaks: It is recommended that students take a 30 minute break during the course fo the day. The 30 minutes break may not count toward clinical hours. Time cards should reflect the actual amount of time spent in clinical experience, excluding time spent on break.

Most clinical facilities do not close for the same holidays as Laramie County Community College (LCCC), nor do they close for heavy snow or other inclement weather. Students should document any time absent due to facility holiday closure or inclement weather.

Absences and tardiness will be monitored in two ways:

1. Communication between the clinical instructors (CI) and the academic coordinator of clinical education (ACCE).
2. Time card/sheets (provided by the PTA program).

Students receive a time card prior to entering a new internship. Each time card is to be labeled with the student's name and the dates for which the card is used. Each student is to write down the total hours spent at the facility each day. Any time the student leaves the clinic, such as for lunch, the time card should reflect that absence. These time cards are to be signed weekly by the CI and the student must turn them in to the ACCE with the other required clinical paperwork at the end of the internship.

The student must report any absences to the **CI and the ACCE** prior to the time the student is due to arrive to the clinical experience site or 8:00 AM, whichever is later. The student can contact the ACCE by either e-mail or by phone. If a student fails to notify the CI of an absence or tardiness the CI should notify the ACCE and make note of it on the student's time record. If the CI has any concerns regarding the professional behavior of the student (excessive absences or tardiness) the ACCE should be contacted as soon as possible. The PTA faculty will contact the students to discuss the absenteeism/tardiness problems and possible remedies. If needed, independent study assignments or other ways to "make-up" missed time may be arranged.

### **3.3 PROFESSIONAL BEHAVIOR**

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings. Guidelines for these standards are as follows:

#### **1. The Generic Abilities (Located in Appendix)**

Ten (10) specific professional behaviors, called “Generic Abilities” are assessed throughout the PTA Program curriculum. Students will self-assess these professional abilities at the clinical site and review it with their clinical instructor.

Clinical instructors provide oral and written feedback regarding professional behaviors. Information will be gathered from the CPI criteria to assist academic faculty in assessing the professional behaviors which is recorded on the CPI. If a student is not demonstrating professional behaviors at an appropriate level, the faculty member and the student will develop a plan for improvement. Serious deficits in professional behavior with no improvement may result in program probation or program dismissal.

#### **2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (Located in Appendix )**

### **3.4 PERSONAL APPEARANCE**

A student is expected to set an example of cleanliness, tidiness, and professionalism in the clinical assignment area. Personal appearance is regarded as an important aspect of a student's overall effectiveness. Students are expected to keep neat and clean at all times. Special attention should be given to personal hygiene and dress in the clinic areas.

Hair must be clean and neat at all times while in clinic. Hair must be worn back away from and out of the face. Beards and mustaches must be short and neatly trimmed. Nails must be clean and short. Nails should be shorter than fingertips when viewed from the palm side. The only jewelry which should be worn in clinic areas are watches, wedding rings, and stud type earrings. This is for the safety of the student and the patients. Students should avoid wearing excessive perfume, colognes, or after shaves in their clinical experiences sites as patients and/or staff may be allergic to them.

Students are expected to comply with the dress code for each clinical facility. Unless otherwise noted by the facility’s dress code, students should wear professional street clothes and comfortable closed-toe shoes. Professional street clothes typically will include a shirt with sleeves, a tie (for males), dress slacks or khaki-type pants (no jeans), sturdy low-heeled shoes with a closed toe, socks, and a watch with a second hand. A white lab coat may be worn in some facilities. Athletic shoes are acceptable if they are neat, clean, and professional looking. Given today’s fashions and the level of physical activity required in most PT settings, it is recommended that students check their appearance from all angles and positions to ensure that clothing ensures freedom of movement, remains in position, and does not expose undergarments or inappropriate body parts any time.

### **3.5 NAME TAGS**

A name tag is to be worn by all students at all times while at clinical education sites. Wearing of the name tag assures proper identification for security purposes and entitles the student access to the premises. The name tag is also a necessary communication tool as the student meets a variety of people, including patients and staff. The facility may require that the student wear a facility name tag as well. The PTA student also purchase a PTA program polo shirt which they can wear at the clinical site.

### **3.6 STUDENT PREPAREDNESS**

Students are expected to come to the clinic prepared for that day. Preparedness includes reading any assigned material, researching expected skills or diagnoses, preparing assignments on time, and bringing necessary books and materials to clinic.

### **3.7 CONFIDENTIALITY**

Students are expected to maintain confidentiality standards at all times in the clinical setting. It is not ethical to share information with other individuals regarding patients/clients, facilities, clinical instructors, or classmates. This includes placing the patient's name or other identifying item on case study reports, class presentations; etc.; failing to obtain written permission to utilize pictures or videos of a patient in presentations, or talking about patients to your classmates. Violation of this policy may result in probation or withdrawal from the PTA Program.

During the first semester of the PTA program, students are instructed in basic Health Insurance Portability and Accountability Act (HIPAA) policies (see appendix) and procedures for proper use and handling of confidential patient/client information. They are also required to view the online information from the Wyoming State Health Department and pass a Knowledge Assessment at 70% proficiency, prior to their first clinical education course. This information is made available by the Wyoming Department of Health (<http://wdh.state.wy.us/main/hipaa.html>). The CI should give the student instruction in site-specific HIPAA procedures at the start of each clinical experience.

Prior to the start of the first Clinical Affiliation, students are required to sign a Confidentiality Agreement (see appendix), this Agreement will be considered in force for the rest of the student's tenure in the PTA Program.

### **3.8 CPR/IMMUNIZATION REQUIREMENTS**

Each student must have a current Health Care Provider CPR certification upon entering their first clinical experience. Students will be required to show proof of this certification prior to the end of the second semester. In addition, prior to the first clinical affiliation, students must complete a LCCC Health Screening Form (see appendix) showing proof of a negative TB skin test and/or negative chest x-ray within the previous year, immunization records, and proof of Hepatitis B immunization or a signed declination form.

Although students are not required to have health insurance, it is highly encouraged. Student should be aware that some clinical education sites may require students to have health insurance.

### **3.9 ACCIDENTS**

All accidents occurring while in the clinic that result in patient injury, hospital personnel injury, personal injury, and/or damage to equipment must be reported to the clinical instructor (CI) immediately. Students may also be required to fill out a facility incident report. Students are required to understand the safest methods of properly performing treatment procedures and operation of equipment before undertaking them. Students are responsible for the cost of their individual medical care that may result from an accident while in the clinic

In the event of an accident, please have the student complete an incident form and notify the ACCE of the incident.

### **3.10 ACCOMODATION**

LCCC affirms the rights of students with disabilities to equal opportunity and treatment in all aspects of education. Reasonable accommodations will be made that will enable students with disabilities to enjoy equal educational opportunities. In order to receive accommodations, a student must:

1. Initiate a request for services through the campus Disabilities Coordinator (located in Learning Services).
2. Provide documentation verifying the disability.
3. Follow plan as determined after consultation with campus Disabilities Coordinator.

The accommodation(s) will be implemented at the earliest possible date. If consultation with the student and the College does not identify an appropriate accommodation, the student shall be notified in writing of the program's inability to reasonably accommodate the student's special needs.

### **3.11 STUDENT IN-SERVICES**

Students are required to provide an in-service on the role of the physical therapist assistant during PTAT 1970 PTA Internship I. Students are required to provide a presentation on a case study for PTAT 2970. Students are also required to provide an in-service on their career development for their third internship. They must submit each power point and any feedback given via D2L under their internship class.

### **3.12 EARLY TERMINATION OF CLINICAL EXPERIENCE**

The PTA Program ACCE and the LCCC PTA program faculty may remove the student from the clinical site if it appears that the student is performing incompetently or poses a safety threat to the patients/clients or staff of the clinical site. This decision will be made based on input from the CCCE and/or student's CI. The ACCE will meet with the student either in person or by phone within twenty-four hours to explain the reasons for removal from the clinical area and to inform the student that he/she is failing. Please keep the ACCE informed of any potential problems. If you feel the student must be removed from your clinic, contact the ACCE or PTA Program Director immediately.

Following this action an informal meeting with the student, ACCE, CI and/or CCCE, and PTA Program Director will be convened as soon as possible to discuss the student's status. If the removal from the clinical setting is upheld as a result of this meeting, the student receives a failing grade in the clinical component of the course and may be dismissed from the program.

Even if a student is not removed from a clinical experience, failure to meet the standard clinical objectives by the end of the semester may also result in failure of that clinical education course.

### **3.13 DUE PROCESS/GRIEVANCE PROCEDURE**

It is the policy of the LCCC Physical Therapist Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination. At all steps of the grievance procedure students should feel free to discuss the matters fully with clinical faculty, PTA program faculty, and LCCC administration. Students are urged to first take their problems to their clinical instructor. Usually the CI will have direct knowledge about the subject and is best qualified to work with the student in resolving the manner.

If the student and CI are unable to find a solution, the student should then bring up the situation to the CCCE, who may consult with the program's ACCE. If the student, CI, and CCCE are unable to find a solution, the student should then bring up the matter to the PTA program ACCE. Should the student feel a nonsatisfactory solution was achieved after involving the ACCE; the student should then bring up the matter to the PTA program director. If the student still feels a nonsatisfactory solution was achieved, the student should bring up the matter with the Dean of the Health Sciences & Wellness Division.

Student complaints involving clinical faculty or clinical facilities should be directed to the PTA Program ACCE.

### **3.14 CLINICAL REASSIGNMENT**

When a student is on a clinical experience but is unable to complete the required hours, an alternative clinical may be provided. Possible reasons a student may be unable to complete these hours include, but will not be limited to the following: (1) family crisis, (2) health status (3) conflict with the Clinical Instructor, and (4) lack of patients at clinical site. The ACCE and PTA Program Director will decide on an individual basis whether the student will be provided with a clinical reassignment.

A student will be allowed only one opportunity during the PTA Program to be considered for a clinical reassignment. The student will not be allowed a clinical reassignment if they are on PTA program probation, and they must be off PTA program probation prior to clinical reassignment.

### **3.15 BACKGROUND CHECKS/DRUG SCREENS**

All Wyoming Hospitals with whom LCCC has affiliation agreements require drug screens and background checks for any and all persons who provide services that involve direct contact with patients and residents. Cheyenne Regional Medical Center (CRMC) provides these tests to all health sciences students as a service to the students at LCCC. The testing is currently free of charge for all PTA Program students. An individual, who is disqualified from having direct patient contact

as a result of the background study and/or drug screen, will not be permitted to participate in a clinical education placement at participating Wyoming health care facilities. Inability to participate in a clinical education placement required by the academic program could result in ineligibility to qualify for a degree in this program. Students who perform clinical experiences outside of Wyoming may need to complete additional background studies as required by that state/facility.

### **3.16 KNOWLEDGE OF PROGRAM AND COLLEGE POLICIES AND PROCEDURES**

The PTA program abides by Laramie County Community College (LCCC) policies. The most current college policies can be found at <http://www.lccc.wy.edu/Index.aspx?page=491>.

Students are expected to have a working knowledge of the content of the LCCC PTA Program Clinical Education Handbook, which is provided annually during the spring semester. After reviewing the Clinical Education Handbook, students will sign and date the “Student Handbook Agreement”, which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a PTA student. Students will also be able to access the PTA Program Clinical Education Handbook through the D2L network: <http://www.lccc.wy.edu> .

The PTA Program Clinical Education Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the College, the handbook is reviewed annually by the Dean of the Health Sciences & Wellness Division and periodically the VP of Student Services and/or the VP of Instruction. Program faculty will consider input for manual revisions from students, college administration, the PTA program advisory committee, and clinical faculty. When changes are made after the initial publication of each year’s Clinical Education Handbook, PTA Program students and LCCC administration will be notified of the updates. The Handbook will be available from the Health Sciences Secretary office, the Health Science & Wellness Division Dean’s office.

## **IV. RESPONSIBILITIES OF THE CLINICAL FACILITY**

### **4.1 CLINICAL AFFILIATION AGREEMENT**

Only clinical facilities with current, unexpired, written Clinical Affiliation Agreements in place will be utilized for the placement of students. A Complete Clinical Affiliation Agreement is sent when a facility is first utilized; renewal letters are then sent out annually from the PTA Program ACCE. Please make sure these memorandums or renewal letters are given to the correct person at your facility and signed and returned promptly if requested.

### **4.2 EQUIPMENT AND FACILITY SAFETY**

All clinical facilities are expected to have policies concerning safety regulations governing the use of equipment and the storage and use of any hazardous materials. These policies should be reviewed with students affiliating at that facility. Equipment should be inspected regularly and safety regulations should be posted and reviewed periodically.

### **4.3 CONFIDENTIALITY**

All clinical facilities are expected to have policies on the confidentiality of records and other personal information. Additionally, there should be facility policies concerning the informed consent of patients seen by the student. Facility guidelines on the use of human subjects for educational purposes should also exist at each facility. These policies should be reviewed with the students affiliating at that facility.

### **4.4 SUPERVISION**

All clinical facilities are expected to provide direct supervision of students to ensure patient safety and to enable the successful completion of the program's educational objectives. All students require on-site supervision by a licensed physical therapist or a physical therapist/physical therapist assistant team. Preferably, this should be the student's assigned clinical instructor. If the clinical instructor is unavailable on-site, another licensed person who is on-site must be assigned to that student for that time period. The clinical instructor should have adequate release time to adequately supervise the student and be available for questions, assistance, and mentoring. All supervisory clinical faculty are expected to demonstrate positive role modeling for the students. If there is no PT in the building for part of a day when the student is on their clinical experience, the student may perform non-patient care clinic duties such as chart reviews, assignments on reference materials, documentation, in-service preparation, and observation of other health care practitioners. Students should contact the ACCE immediately if supervision does not follow these guidelines.

### **4.5 COMPLAINTS**

Complaints regarding the program or the program graduates should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA program and/or Program Director should be directed to the Dean of the Health Sciences & Wellness Division. All complaints will be documented, including the projected outcome, and kept on file at the Dean's office and/or program directors office (HS 222). Complaints regarding Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education (CAPTE). This Commission is located at 111 North Fairfax Street, Alexandria, Virginia, 22314, Ph: (703) 706-3245.

## **V. CLINICAL FACULTY RIGHTS AND PRIVILEGES**

### **5.1 CLINICAL FACULTY RIGHTS AND PRIVILEGES**

The LCCC PTA Program values the clinical faculty who are involved with the clinical education of our students. CI's and CCCE's are entitled to rights and privileges as a result of their participation with the LCCC PTA Clinical Education Program. All CI's and CCCE's are invited annually to a Clinical Faculty Meeting each fall. The agenda of this meeting will include reviewing any curricular changes in the PTA Program, reviewing of the CPI, and a question and answer session with the PTA Program Faculty. A topic will also be discussed that has been identified as a need through the review of student evaluations, interviews and observations made by the ACCE.

As this is a developing program, the LCCC PTA Program is required to determine the professional development needs of the clinical faculty members. With this information, the PTA Program hopes to facilitate continued growth and development in clinical faculty in their role as clinical educators. Clinical faculty are encouraged to complete relevant Clinical Instructor self-assessments from the American Physical Therapy Association (see appendix). These assessments are related to the Clinical Instructors, CCCE's and Clinical Education sites. The PTA Program hopes Clinical Education sites will use these forms to complete a yearly assessment of needs. These assessments, along with a brief survey of professional development needs, will be given and collected to clinical faculty by the ACCE during clinical education visits.

As of January 2008, LCCC and Regis University signed a Memorandum of Understanding (MOU) for educational collaboration. Additionally, a workshop on a physical therapy practice topics will be scheduled in subsequent years. All area physical therapy clinicians are invited to attend these workshops; however, those clinicians who have served as clinical faculty for the program will be offered either free tuition or a reduced tuition. The proposed activity of hosting a continuing education workshop for clinical instructors was made in response to a suggestion by our advisory board which is made up of physical therapists and physical therapist assistants. They expressed an interest for the credentialing course to be held locally. Normally they have to travel to Colorado or Eastern Nebraska in order to complete this certification. We also had verbal feedback from our clinical instructors who felt that a credentialing course would enhance their professional development.

Laramie County Community College does provide benefits to our clinical instructors. This has been a long standing practice in our division. It is offered to all of the programs in the HSW division. Clinical instructors may enroll in a three-credit hour course at the cost of \$10.00 per credit hour after one year of service. This certificate will be presented to the Clinical Faculty. We will let our education faculty know about this service through a group email.

LCCC PTA Program academic faculty members are available to provide in-services for any affiliating clinical facility on mutually agreed upon topics. This in-service could be on clinical education topics or other physical therapy information. Contact the PTA Program Director if your facility is interested in arranging for an in-service.

Clinical Faculty will be given the opportunity to use PTA Program departmental resources as able. Departmental resources are located in the PTA Program laboratory and in Program faculty offices. Please contact the PTA Program Director for a list of available departmental resources.

## **5.2 EDUCATION TIPS FOR THE CLINICAL INSTRUCTOR**

The Clinical Instructor should review the PTA Clinical Performance Instrument (CPI) with the student at the beginning of the clinical rotation. This is done to familiarize the CI and the student with the individual skills and their objectives. The Clinical Instructor can then identify which skills the facility is usually able to address. The CI and the student then design learning experiences to facilitate mastery of the identified skills.

Scheduling a formal meeting at least one time per week to review the student's progress and goals to be addressed the next week is recommended.

It is helpful to have a student information packet to mail to the student prior to the affiliation. Information that is helpful includes:

1. Confirmation of the dates of the rotation.
2. The name of the Clinical Instructor and the CCCE.
3. The time the student should report to the clinic.
4. The dress code for the facility.
5. Directions to the PT department.
6. Parking information.
7. A direct phone number to the PT department
8. Medical forms, if needed.
9. Any orientation the student may need prior to seeing patients (HIPPA, Standard Precautions, etc).
10. Meals - Is there a cafeteria or does the students need to bring a lunch?
11. Housing information, if applicable.
12. Any information on other tests the student may require (background check, drug test, etc.).
13. Any additional orientation information you want the student to read prior to the start of the Clinical rotation.

# APPENDIX

## **The American Physical Therapy Association (APTA) Physical Therapist Assistant Code of Ethics**

### **PREAMBLE**

The American Physical Therapy Association sets forth standards for the ethical conduct of the physical therapist assistant. All physical therapist assistants are responsible for maintaining high standards of conduct while assisting physical therapists. The physical therapist assistant shall act in the best interest of the patient/client. These standards of conduct shall be binding on all physical therapist assistants.

### **STANDARD 1**

A physical therapist assistant shall respect the rights and dignity of all individuals and shall provide compassionate care.

### **STANDARD 2**

A physical therapist assistant shall act in a trustworthy manner towards patients/clients.

### **STANDARD 3**

A physical therapist assistant shall provide selected physical therapy interventions only under the supervision and direction of a physical therapist.

### **STANDARD 4**

A physical therapist assistant shall comply with laws and regulations governing physical therapy.

### **STANDARD 5**

A physical therapist assistant shall achieve and maintain competence in the provision of selected physical therapy interventions.

### **STANDARD 6**

A physical therapist assistant shall make judgments that are commensurate with their educational and legal qualifications as a physical therapist assistant.

### **STANDARD 7**

A physical therapist assistant shall protect the public and the profession from unethical, incompetent, and illegal acts.

**Master Skills Check List**  
**Skills Learned by 1st year LCCC PTA Students\*\***

<b>Therapeutic Procedures I</b>	<b>Functional Kinesiology</b>	<b>Therapeutic Procedures II</b>	<b>Cardiac Rehab</b>	<b>Therapeutic Exercise</b>
Hand washing/universal precautions	Goniometry*	Adaptive equipment	Circulation & ventilation	Girth measurements
Transfers*	Palpation*	Paraffin	Aerobic/anaerobic activities	Plyometrics
Vital signs*	Manual muscle testing*	High volt	Relaxation strategies	Age Specific rehab
Bed positioning	ROM*	TENS*	Cardiac rehab-phases	Balance assessment
Fit assistive device*		Interferential*	Fitness/wellness programs	Aerobic conditioning
PROM (theory)		NMES*	Breathing exercises*	Strengthening exercises*
AAROM (theory)		Ultrasound*	Supplemental oxygen	Stretching exercises *
AROM (theory)		Phonophoresis (theory only)		ROM exercises*
Sterile technique		Iontophoresis		Open/closed chain exercise
Hoyer lift		Traction*		Teaching posture education
Wheelchair mobility		Laser (theory only)		Teaching HEP
Tilt table		Infrared		
Therapeutic massage*		Ultraviolet		
Cryotherapy		Intermittent compression		
Moist heat		Biofeedback		
Short wave diathermy (theory)				
ADL/IADL training				

\*Denotes skills a student have demonstrated competence in through skills checks and/or practical examinations.

\*\* Clinical Instructors who teach skills not covered in the program are responsible for assessing the student's competence with the skill prior to the patient treatment.

**Master Skills Check List**  
**Skills Learned by 2<sup>nd</sup> Year LCCC PTA Students\*\***

<b>Neurology</b>	<b>Orthopedics</b>	<b>Specialty Rehab</b>
PNF diagonals (theory)	Manual resistive exercise	Wound care
Motor learning techniques	Supportive devices including taping*	Hydrotherapy
Functional movement analysis	Casting theory (only)	Postural drainage
Inhibition techniques	Stabilization exercises	Chest percussion*
Basic NDT techniques	Orthotics	Fall prevention techniques
Sensation & DTR testing*	Prosthetics (theory only)	Women's health
Reflex testing	Protective devices	Vestibular assessments
Coughing	Post-amputation rehab	
	Muscle stretching, active or passive	Peds specific exercises
	Dynamic splints	
	PNF diagonals*	

\*Denotes skills a student have demonstrated competence in through skills checks and/or practice examinations.

\*\* Clinical Instructors who teach skills not covered in the program are responsible for assessing the student's competence with the skill prior to the patient treatment.

## GENERIC ABILITIES

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Throughout the PTA curriculum, students self-assess their abilities in these areas using the following as a guideline for self-reflection. Faculty members and Clinical Instructors also use the following to provide students with feedback and to help students to achieve personal and professional growth. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-1992. The ten abilities and definitions developed are:

<b>Generic Ability</b>	<b>Definition</b>
Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

**GENERIC ABILITIES BEHAVIORAL CRITERIA**

**Instructions:** Select criterion levels that describe the student’s current generic abilities for each category.

<b>Generic Abilities</b>	<b>Beginning Level Behavioral Criteria</b>	<b>Developing Level Behavioral Criteria</b>	<b>Entry Level Behavioral Criteria</b>
<b>Commitment to Learning</b>	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information.	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities.	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; read articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking.
<b>Interpersonal Skills</b>	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience.	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff.	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinions; accommodates differences in learning styles.
<b>Communication Skills</b>	Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact.	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview.	Modifies communication (oral and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.

<b>Effective Use of Time and Resources</b>	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations and uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic, and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.
<b>Use of Constructive Feedback</b>	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback.	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback.
<b>Problem-Solving</b>	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions.
<b>Professionalism</b>	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, and continuous regard for all.	Identifies appropriate professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients.	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority.
<b>Responsibility</b>	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits.	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.	Directs patients to other health care professionals when needed; encourages patient accountability.

<b>Critical Thinking</b>	Raises relevant questions; considers all available information; states the result of scientific literature; recognizes “holes” in knowledge base; articulates ideas.	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; forms alternative hypotheses; critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.
<b>Stress Management</b>	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance when appropriate; maintains professional demeanor in all situations.	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.	Prioritizes multiple commitments, responds calmly to urgent situations; tolerates inconsistencies in health care environment.

**Laramie County Community College  
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**Example of the Clinical Orientation Checklist if CI chooses to use**

To verify completion, the Clinical Instructor initials when a task is accomplished.

- \_\_\_\_\_ **Ensure that the student has the appropriate ID badge(s) and parking permit for the clinical site.**
- \_\_\_\_\_ **Review Clinical Schedule (including weekend or evening coverage).**
- \_\_\_\_\_ **Review meal schedule.**
- \_\_\_\_\_ **Review the professional appearance and behavior standards of the facility.**
- \_\_\_\_\_ **Review any available library or educational resources.**
- \_\_\_\_\_ **Review the organizational structure of the facility including the Physical Therapy or Rehabilitation Department.**
- \_\_\_\_\_ **Tour of the facility.**
- \_\_\_\_\_ **Review available supplies and equipment.**
- \_\_\_\_\_ **Review facility Infection Control procedures.**
- \_\_\_\_\_ **Review facility emergency procedures (Fire, Medical Emergency, Tornado, etc).**
- \_\_\_\_\_ **Review Clinical Education requirements and expectations.**
- \_\_\_\_\_ **Discuss student learning preferences.**
- \_\_\_\_\_ **Review facility documentation procedures and process.**
- \_\_\_\_\_ **Review facility billing procedures and process.**

**Laramie County Community College  
Physical Therapist Assistant Program**

**CLINICAL INSTRUCTOR CURRICULUM REVIEW FORM**

**Check the Clinical Education Experience:**

- \_\_\_ PTA Clinical Experience I (4 week experience, summer)  
 \_\_\_ PTA Clinical Experience II (5 week experience, fall)  
 \_\_\_ PTA Clinical Experience III (5 week experience, spring)

**Clinical Instructor Name:** \_\_\_\_\_

**CI's year of experience:** \_\_\_\_\_

**Clinical Site:** \_\_\_\_\_

**Student's name:** \_\_\_\_\_

**Dates of Clinical:** \_\_\_\_\_

**Years Experience as a Clinical Instructor:** \_\_\_\_\_

**Years Experience as a Clinician:** \_\_\_\_\_

**Areas of expertise:**

**APTA Credentialed Clinical Instructor: Yes or No**

**APTA Membership: Yes or No**

<b>Criterion</b>	<b>Comments</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
How is the communication between you and the student?				
How is the communication between the site and LCCC?				
How is your comfort level using the CPI online?				
How would you rate your accessibility to the student in your clinical environment?				

How would you rate this overall student/CI experience?				
Any suggestions that you might have to improve the internship?				

As the clinical instructor, how would you rate the overall experience with PTA students from LCCC?

1   2   3   4   5   6   7   8   9   10

As the PTA student, how would you rate the overall experience with your clinical instructor (s)?

1   2   3   4   5   6   7   8   9   10

**Laramie County Community College  
Physical Therapist Assistant Program**

**Confidentiality Agreement**

The faculty at Laramie County Community College acknowledges the extreme importance of confidentiality with respect to the affairs of all patients in all clinical agencies. In light of this acknowledgment, each student agrees to keep confidential all information acquired pertaining to any clinical agency and any related activities in the course of clinical education. This commitment to confidentiality includes:

- Any information regarding the patient, the patient’s family, or health issues related to the patient.
  
- Information regarding the strategic plan, programs, and process toward meeting goals in the agency plan.
  
- Issues related to legal, moral, and regulatory responsibility for the oversight of patient quality. This includes information regarding appointment and reappointment of professionals to the medical staff; information included in quality reports and statistical data regarding the agency’s clinical services and patient care; risk management and malpractice information; and individual professional performance and reviews of attitudes and opinions from those who work for the agency.
  
- Financial information including annual budgets, revenues, expenses, long-term capital expenditure plans and equipment purchases, and information regarding the agency’s financial condition such as debt, liquidity, return on investment, profitability, and other financial data.
  
- Employment information including employee salaries, employment agreements, and terms and conditions of employment.

It is particularly important that the student recognizes the sensitivity of information regarding medical recruitment plans, capital decisions, real estate purchases, decisions regarding closures, mergers, and other strategic plans that may have impact on the agency’s competitive position relative to other health care providers (both institutional and individual) in the service area.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

**Laramie County Community College  
Physical Therapist Assistant Program  
Essential Functions for Physical Therapist Assistant Students**

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 10-25 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to blood-borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 3 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an Individual.
7. Demonstrate good standing and unsupported sitting balance.
8. Demonstrate good finger dexterity.
9. Coordinate verbal and manual/tactile instructions.
10. Communicate effectively with a variety of people through written verbal, and nonverbal methods.
11. Use hands repetitively.
12. Shift weight in sitting or standing.
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.
15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients.

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (307) 778-1198. Individuals with disabilities may request reasonable accommodations or information by calling the LCCC Student Success Center at (307) 778-4313.

**Laramie County Community College  
Physical Therapist Assistant Program**

**CLINICAL EDUCATION HANDBOOK AGREEMENT**

I have received and read the Clinical Education Handbook for the Physical Therapist Assistant Program at Laramie County Community College. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program reserves the right to alter policies, procedures and content.

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Student Name (Please Print)

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Signature

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Date