Physical Therapist Assistant Program

Clinical Education Manual

This manual was designed to provide the Clinical Instructor and Center Coordinator of Clinical Education pertinent information about the PTA program at Southern Illinois University and to serve as a reference during clinical affiliations.
Thank you for serving as a Center Coordinator of Clinical Education (CCCE) or a Clinical Instructor (CI). We appreciate your contribution to the education of our Physical Therapist Assistant students. As a member of the Program’s clinical faculty, I value your expertise and interest in the instruction of our students. I encourage you to provide program feedback as well as attend PTA program workshops and faculty development offerings.

General Information
The Physical Therapist Assistant (PTA) Program at Southern Illinois University (SIU) started in 1968 and with their first class graduating in June, 1970.

The Associate of Applied Science (A.A.S.) degree is awarded upon completion of the academic requirements. The Physical Therapist Assistant program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as entry-level physical therapist assistants having successfully passed the National Physical Therapist Assistant Examination (NPTAE). Graduates from the program are prepared to work in a variety of healthcare settings including acute care, outpatient, rehabilitation, and extended care.

Accreditation
Southern Illinois University Carbondale is accredited by the North Central Association of Colleges and Schools. The Physical Therapist Assistant Program is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE). Accreditation provides the students with the assurance that the program meets all of the minimum criteria established by CAPTE and that as graduates, they will have the minimum terminal competencies expected of an entry level Physical Therapist Assistant. Upon completion of the PTA program, the graduate is prepared to take the national board examination for physical therapist assistants provided by the Federation of State Boards of Physical Therapy and must receive a passing score in order to become a licensed PTA. Licensure is required to practice as a physical therapist assistant in Illinois and most states in the nation. Being a graduate of an accredited PTA program provides eligibility for taking the state licensing exam. After passing this exam, the individual is a Licensed Physical Therapist Assistant and able to practice as such in the State.

Purpose of the Clinical Instructor Manual
This manual is designed to serve as an informational guide to assist the clinical faculty in providing educational experiences for students in the physical therapist assistant program.

Contact information
If you have any questions, please do not hesitate to contact the Program Director.
Julie Davis
Program Director/ACCE
(618)453-3618
jfrman@siu.edu
Fax: (618)453-3617
Table of Contents

Faculty Information.................................................................................................................................................. 4

State and National Organizations.......................................................................................................................... 5

Program Information
  Program Mission, Philosophy and Purpose ........................................................................................................... 6
  Program Goals, Student Learning Outcomes/Objectives ...................................................................................... 7
  Current Outcomes.............................................................................................................................................. 8
  Program Course Descriptions............................................................................................................................... 9
  Physical Therapist Assistant Curriculum............................................................................................................ 12
  Clinical Experience Courses................................................................................................................................ 13
  Skills Table.......................................................................................................................................................... 14

Clinical Education
  Attendance/Request for Time Off/Holiday Schedules......................................................................................... 16
  Dress Code/Transportation/Inclement Weather /Communicable Disease/Medical Insurance ......................... 17
  Incidents and Accidents/Clinical Site Grievance/Confidentiality .................................................................... 18
  Disciplinary Offenses/Clinical Education Placement/Employment and Clinical Site/Travel Expectations .... 19
  Affiliation Request/Student Supervision/Immunization Records/Background Checks
    Drug Screens/CPR Certification/Maintenance and Destruction of Records/Liability Insurance .................... 20
  Assessing and Documenting Student Progress in the Clinical Setting............................................................ 21
  Performance Expectations for Clinical Courses .................................................................................................. 22
  Clinical Faculty Appointment............................................................................................................................... 23
  Responsibility and Obligation of the Student to the Clinical Facility ............................................................... 24
  Responsibility and Obligation of the Clinical Instructor to the Student............................................................. 25
  Responsibility and Obligation of the PTA Faculty................................................................................................. 26
  Professional Conduct/Patients Right to Know..................................................................................................... 27
  Clinical Faculty Evaluation and Development...................................................................................................... 28
  Program Complaint Procedure.............................................................................................................................. 30

Appendix.................................................................................................................................................................. 30
  Weekly Clinic Log.................................................................................................................................................. 32
  Documentation of Student Clinical Behavior....................................................................................................... 34
  Student Self-Assessment.................................................................................................................................... 36
  Student Feedback on Part-Time Clinical Experience......................................................................................... 44
  Student Evaluation of Clinical Experience and Student Evaluation of Clinical Instructor
    Clinical Instructor’s Self-Assessment Survey
  PTA CPI Web Instructions for a CI
  PTA CSIF Instructions for the CCCE
  Course Syllabi
    Practicum I (PTH 204)
    Practicum II (PTH 234)
    Clinical Internship (PTH 321A & B)
    Clinical Seminar (PTH 322)
    Inservice Evaluation Form
  Report of Injury/Incident/Hazard Form
  Certificate of Insurance Form
## Faculty Information

<table>
<thead>
<tr>
<th></th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Director</strong></td>
<td>ASA018</td>
<td>453-8860</td>
<td><a href="mailto:kscollin@siu.edu">kscollin@siu.edu</a></td>
</tr>
<tr>
<td>Dr. Scott Collins</td>
<td>ASA018</td>
<td>453-8860</td>
<td><a href="mailto:kscollin@siu.edu">kscollin@siu.edu</a></td>
</tr>
<tr>
<td><strong>PTA Program Faculty</strong></td>
<td>ASA114B</td>
<td>453-3618</td>
<td><a href="mailto:jfrman@siu.edu">jfrman@siu.edu</a></td>
</tr>
<tr>
<td>Julie Davis, PT</td>
<td>ASA114B</td>
<td>453-3618</td>
<td><a href="mailto:jfrman@siu.edu">jfrman@siu.edu</a></td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>ASA118A</td>
<td>453-3618</td>
<td><a href="mailto:jfrman@siu.edu">jfrman@siu.edu</a></td>
</tr>
<tr>
<td><strong>Program Director</strong></td>
<td>ASA118A</td>
<td>453-3618</td>
<td><a href="mailto:jfrman@siu.edu">jfrman@siu.edu</a></td>
</tr>
<tr>
<td><strong>Academic Coordinator of Clinical Education (ACCE)</strong></td>
<td>ASA118A</td>
<td>453-3618</td>
<td><a href="mailto:jfrman@siu.edu">jfrman@siu.edu</a></td>
</tr>
<tr>
<td>Tim Davis, PTA, ATC</td>
<td>ASA118A</td>
<td>453-8820</td>
<td><a href="mailto:tdavis@siu.edu">tdavis@siu.edu</a></td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>ASA118A</td>
<td>453-8820</td>
<td><a href="mailto:tdavis@siu.edu">tdavis@siu.edu</a></td>
</tr>
<tr>
<td>Eric Osman</td>
<td>ASA126C</td>
<td>453-3618</td>
<td><a href="mailto:eosman32@aol.com">eosman32@aol.com</a></td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>ASA126C</td>
<td>453-3618</td>
<td><a href="mailto:eosman32@aol.com">eosman32@aol.com</a></td>
</tr>
<tr>
<td><strong>Advisement</strong></td>
<td>ASA018D</td>
<td>453-7172</td>
<td><a href="mailto:quiana.jackson@siu.edu">quiana.jackson@siu.edu</a></td>
</tr>
<tr>
<td>Quiana Jackson</td>
<td>ASA018D</td>
<td>453-7172</td>
<td><a href="mailto:quiana.jackson@siu.edu">quiana.jackson@siu.edu</a></td>
</tr>
</tbody>
</table>
State and National Organizations

American Physical Therapy Association (APTA)
1111 North Fairfax Street
Alexandria, VA  22314-1488
Phone: (800) 999-APTA (2782)
Fax: (703) 706-8536
TDD: (703) 683-6748
www.apta.org

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Department of Accreditation
Alexandria, VA  22314-1488
Phone: (800) 999-2782
www.capteonline@apta.org

Continental Testing Services
P.O. Box 100
LaGrange, IL  60525
Phone: (800) 359-1313
Fax: (708) 354-9922
www.continentaltesting.net

Federation of State Boards of Physical Therapy (FSBPT)
509 Wythe Street
Alexandria, VA  22314
Phone: (703) 29-3100
www.fsbpt.org

Illinois Physical Therapy Association (IPTA)
905 N Main St
Naperville, IL  60563
Phone: (630) 904-0101
www.ipta.org

Illinois Department of Financial and Professional Regulation
320 W Washington 3rd floor
Springfield, IL  62786
Phone: (217) 785-0820
Toll free: (888) 473-4858
www.idfpr.com
Program Mission
The primary mission of the Physical Therapist Assistant program is to prepare entry-level physical therapist assistants who will work under the direction and supervision of the physical therapist to meet the needs of the community in a variety of clinical settings. Based on this mission, the faculty have developed a Program philosophy to guide decision making, and identified goals and objectives that help direct the implementation of this philosophy.

Program Philosophy and Purpose:
The purpose of the Physical Therapist Assistant Program is to provide an educational experience that will prepare graduates to become licensed physical therapist assistants. The Program is also committed to uphold the American Physical Therapy Association’s Code of Ethics and is guided by those principles in the educational process of its students. In order to achieve this goal, the curriculum is designed for the students to develop high-level skills through didactic, laboratory courses and clinical experiences. The curriculum also provides a broad academic background that prepares students for societal changes.

The curriculum is guided by the recognition of the role of the physical therapist assistant as one who implements the plan of physical therapy care. Therefore, the curriculum, within its time constraints of the Associate degree, offers a wide variety of sequentially arranged courses which provides the students with the opportunity to develop skills and gain a broad background in the theoretical aspects of the profession. This experience, combined with the twelve weeks of clinical affiliation at two facilities, has produced graduates with strong entry-level competencies.

Recognizing the importance of the patient’s emotional needs and the role of the assistant as a provider of this support, the curriculum provides courses that enhance the students’ preparation in this area. The Program faculty are cognizant of the holistic needs of patients and serve as role models in the classroom and in their patient-care activities while in clinic.

In physical therapy, as in other health professions, new treatment techniques continue to promulgate. These rapid changes require continued reappraisal of the curriculum that has led to revisions. Because of the advancements, students are made to realize the importance of lifelong learning to improve upon and up-date their patient-care skills. In order to best accomplish this continued growth, the students are encouraged, both verbally and by example, to take an active role in their professional organization.

All students have a right to an education that stimulates their curiosity and challenges their intellect. The PTA Program faculty are committed to student success and pursuit of excellence within the educational environment. Students will be encouraged to embrace the concept that learning is a lifetime experience, as well as a critical component of their continued professional development in the field of health care delivery.
**Program Goals**

1. The Program will accept students for admission that have the best chance of success in the Program and the profession.

2. The Program will provide educational experiences, including a comprehensive curriculum with current professional standards, to produce graduates with the skills required by the profession.

3. The Program will provide a diversity of clinical and classroom experiences that support the development of cognitive, psychomotor, and affective skills relevant to the physical therapist assistant profession and to produce quality graduates and physical therapist assistant professionals.

4. The Program will produce entry-level physical therapist assistant graduates that are sought-after by employers.

**Program Student Learning Outcomes/Objectives**

1. Program graduates will demonstrate an overall pass rate on the National Licensure Examination for the Physical Therapist Assistant of 85% over 2 years.

2. Current physical therapist assistant students and Program graduates will indicate overall satisfaction with the quality of education and learning experiences in the Program.

3. Students will demonstrate a progression of clinical competency by achieving at a minimum the standard established for each part-time and full-time clinical affiliation using the Clinical Performance Instrument including a minimum rating of entry-level on all skills during the final clinical rotation (PTH 321B).

4. Program graduates will demonstrate and employment rate of 90% within 1 year of graduation averaged over 2 years.

5. Program graduates will demonstrate competency in all psychomotor skills required at entry-level for the physical therapist assistant.

6. Program graduates will demonstrate the ability to communicate effectively with patients, patient’s family/caregivers, peers, and other healthcare corks using both verbal and written communication required at entry-level for the physical therapist assistant.

7. Program graduates will demonstrate competency in affective skills required at entry-level for the physical therapist assistant.

8. Program graduates will demonstrate the knowledge (cognitive domain) required at entry-level for the physical therapist assistant.

9. Program students and graduates will conduct themselves in an ethical and legal manner consistent with the profession.
Current Outcomes

The achievement of educational success is a responsibility shared by the faculty and the student. The faculty has the responsibility of providing a quality educational environment that assures achievement of minimum competency by each graduate. The individual student has the responsibility of monitoring his or her own progress and of seeking to attain competency above the minimum. Students should assume responsibility for peers in the educational process in preparation for entering a community of professionals that share knowledge and skills with colleagues in order to ensure best practice in patient care. The educational program seeks to foster a love of learning, skills for independent study, and the continuation of professional development beyond graduation.

The comprehensive curriculum plan of our PTA Program includes an organized and sequential series of integrated student-oriented learning experiences designed to enhance attainment of terminal competencies. The curriculum is designed to equip the graduate to function as an entry-level PTA.

Acceptance Rates: 2013 – 50.06%
2014 – 63.05%
2015 – 58.2%
2016 – 55.9%

Graduation Rates: 2013 – 100%
2014 – 92.9%
2015 – 87.1%

Employment Rates: The employment rates for graduates who sought employment within 1 year of graduation is 100%.*

Three-year averages for licensure pass rates are published and updated on a continual basis on the Federation of State Boards of Physical Therapy’s website: www.fsbpt.org.

The weighted average ultimate pass rate for:
2014 – 85.2%
2015 – 85.7%
2012-2014 – 85.19%

*Employment rates are based upon Graduate Surveys returned.
Program Course Descriptions

The curriculum goals and objectives of the PTA program are planned and organized so that each semester and course sequence lays the foundation for the next. For example, PTH 107, Introduction to Physical Therapy and PTH 123 A and B, Physical Agents I Theory and Application, are offered during the first semester in the program. PTH 107, Introduction to Physical Therapy teaches students about the historical background, professional, ethical, and legal aspects of physical therapy. Introduction to patient positioning, heat, cold, hydrotherapy and massage are included in PTH 123A and B, Physical Agents I Theory and Application. Other foundation classes of the curriculum such as Medical Terminology, and Human Physiology, First Aid and CPR, and Anatomy, are taken simultaneously in preparation for the following semester’s course requirement of Biomechanics.

During the second semester of the program, students are enrolled in Physical Rehab Theory and Application, PTH 212A and 212B, where they receive lecture and laboratory instruction in rehabilitative techniques such as bed mobility, transfers, range of motion and goniometry. They are also enrolled in Practicum I, PTH 204, which provides them with their first part-time clinical experience. They will complete 4 clinical hours per week in local physical therapy clinics where they are able to practice, under direct supervision of a Clinical Instructor, the techniques they have learned and are currently learning in the classroom.

The following fall semester, students enroll in PTH 210 A and B, Therapeutic Exercise Theory and Application. This course teaches basic exercises for individual muscles or muscle groups and gait training. They are also taking PTH 233A and B, Physical Agents II Theory and Application, which expands on the knowledge base of PTH 123A and B, Physical Agents I. Spring semester of the second year, students will enroll in PTH 220A and B, Neurologic Therapeutic Exercise Theory and Application and PTH 230A and B Advanced Orthopedic Therapeutic Exercise Theory and Application. Both of these courses expand on the knowledge base provided in PTH 210A and B, Therapeutic Exercise Theory and Application The first and second semesters of the Program emphasize core curriculum (general education) requirements including composition, First Aid and CPR, psychology and zoology. At the same time students are introduced to the culture, values, and basic skills of health care as well as exposure to and limited experience with physical therapy patients in the SMPT department or other local physical therapy department. The following semesters shift the emphasis to more advanced skills and courses, such as biomechanics, which build on the knowledge acquired in PTH 207, Neuromusculoskeletal Anatomy.

The curriculum is designed for the students to develop intervention skills through didactic, laboratory courses and clinical experiences. It also provides a broad academic background that prepares students for societal changes. The curriculum is guided by the recognition of the role of the physical therapist assistant as the one who implements the plan of physical therapy care under the direction and supervision of a physical therapist. The curriculum design insures that students work under the supervision of a physical therapist in a variety of settings. As part of the curriculum, students are instructed in the importance placed on the role of the physical therapist assistant as outlined by the APTA. State and Federal laws that apply to physical therapy are covered in PTH 107 and reinforced throughout the curriculum. Therefore, the curriculum offers a variety of sequentially arranged courses that provide students the opportunity to develop skills and gain a broad theoretical background of the aspects of the profession. The PTA program places emphasis on students developing appropriate patient interaction skills throughout the curriculum.
PTA Course Descriptions

The curriculum of the Physical Therapist Assistant program is a combination of technical and core curriculum requirements.

**PTH 107 Introduction to Physical Therapy Practice and Procedures** Students will be introduced to the historical background, professional, ethical and legal aspects of the physical therapy profession as well as the relationship of physical therapy to total health care. Restricted to PTH majors.

**PTH 123A Physical Agents I Theory** Students will be able to describe the theories and physiological effects of interventions such as superficial and deep heat, cryotherapy, hydrotherapy, massage and laser therapy. Co-requisite: PTH 123B. Restricted to PTH majors. $16 fee to cover expenses associated with equipment and maintenance of accreditation.

**PTH 123B Physical Agents I Application** Students will be able to safely and effectively apply physical therapy interventions such as superficial heat and deep heat, cryotherapy, hydrotherapy, massage, and laser therapy. Co-Requisite: PTH 123A, Restricted to PTH major. Lab fee $10.

**PTH 203 Pathology** Students will be able to describe the fundamental basis of disease including inflammation, cardiovascular diseases, vascular diseases, orthopedic conditions and repair of bone and soft tissue injuries. Emphasis will be placed on those conditions treated through physical therapy interventions. Prerequisites: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

**PTH 204 Physical Therapist Assistant, Practicum I** Students will be able to carry out routine physical therapy interventions with select patients. They will be able to demonstrate skills in the application of heat, cold, radiant energy, range of motion, therapeutic exercise, activities of daily living, hydrotherapy and massage. Students will also assist in maintaining records and equipment. Course includes clinical experience. Prerequisites: PTH 107 and 123A with a C, 123B with a Pass, Restricted to PTH majors.

**PTH 205 Physical Therapy Science** Students will be able to describe selected medical and surgical conditions from the standpoint of etiology, clinical signs and symptoms, and their impact on physical therapy intervention. Prerequisites: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

**PTH 207 Neuromusculoskeletal Anatomy** Students will be able to describe and identify the structure, function, and integration of the component parts of the skeletal, muscular, and nervous systems of the human body.

**PTH 210A Introduction to Therapeutic Exercise Theory** This course is an introduction to therapeutic exercise theory. Students will apply basic neuroanatomy and theoretical concepts related to therapeutic exercise and identify treatment interventions and special tests associated with specific orthopedic conditions. Co-requisite: PTH 210B. Prerequisites: PTH 207 with a minimum grade of C. Restricted to PTH majors.

**PTH 210B Introduction to Therapeutic Exercise Application** This course is an introduction to therapeutic exercise application. Students will be able to palpate anatomical landmarks, perform length tests and manual muscle tests to individual muscles and muscle groups. Students will also learn to select, instruct, and perform exercises to improve flexibility and muscle performance. Co-requisite: PTH 210A. Prerequisites: PTH 207 with a minimum grade of C; Co-requisite. Restricted to PTH majors. Lab fee $7.

**PTH 212A Physical Rehabilitative Theory** Students will be able to understand and explain the need for and concepts involved in physical rehabilitation interventions that assist patients in obtaining a state of optimal function. Co-requisite: PTH 212B, Restricted to PTH majors. $16 to cover expenses associated with equipment maintenance and accreditation.

**PTH 212B Physical Rehabilitative Application** Students will be able to demonstrate competency in performing physical rehabilitative patient care skills and interventions that assist in obtaining a state of optimal function. Interventions covered include: range of motion, goniometry, transfers, chest physical therapy and utilization of assistive devices. Co-requisite: PTH 212A, Restricted to PTH majors. Lab fee: $20.
PTH 220A Neurologic Therapeutic Exercise Theory  Students will understand the principles of advanced therapeutic exercise for patients with neurologic dysfunction. Theories behind motor control, motor reflexes, motor learning, sensory integration, motor development, and utilization of synergies are covered. Students will be able to identify the need for adaptive equipment for individuals with neurological dysfunction. Co-requisite: PTH 220B. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to program majors.

PTH 220B Neurologic Therapeutic Exercise Application  Students will be able to demonstrate, through supervised application, advanced therapeutic exercise interventions such as sensory integration, motor reflexes, motor development, and utilization of synergies for specific clinical neurological conditions. Co-requisite: PTH 220A. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to PTH majors.

PTH 230A Advanced Orthopedic Therapeutic Exercise Theory  Students will understand the relationship of neuroanatomy to proprioceptive neuromuscular facilitation, peripheral joint and soft tissue mobilization, muscle balancing, and body mechanics. Co-requisite: PTH 230B. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to PTH majors.

PTH 230B Advanced Orthopedic Therapeutic Exercise Application  Students will be able to safely administer advanced therapeutic exercise interventions for specific orthopedic conditions through demonstration and supervised application proprioceptive neuromuscular facilitation, peripheral joint and soft tissue mobilization, muscle balancing, and stabilization exercises. Co-requisite: PTH 230A. Prerequisites: PTH 210A with a minimum grade of C, 210B with a Pass. Restricted to PTH majors.

PTH 233A Physical Agents II Theory  Students will understand and describe the physiological effects, indications and contraindications for electrotherapy, traction and intermittent compression. Students will also explain the different theories and mechanics of pain. Co-requisite: PTH 233B. Prerequisite: PTH 123A with a minimum grade of C, 123B with a Pass. Restricted to PTH majors. $16 fee to cover expenses associated with equipment maintenance and accreditation.

PTH 233B Physical Agents II Application  Students will be able to demonstrate the safe and effective application of compression units, traction, electrical currents, electrical muscle stimulation, electrotherapy for pain and healing functions. Students will administer standardized questionnaires, graphs, behavioral scales or visual analog scales for pain. Co-requisite: PTH 233A. Prerequisites: PTH 123A with a minimum grade of C and 123B with a Pass. Restricted to PTH majors. Lab fee $30.

PTH 234 Physical Therapist Assistant, Practicum II.  Students will be able to perform the skills acquired in Practicum I as well as more complex physical interventions with selected patients. They will demonstrate skills in therapeutic exercise, application of physical agents, and record keeping. Course includes clinical experience. Prerequisite: PTH 107, 123A, 203, 204, 210A, 212A, 233A with a minimum grade of C; PTH 123B, 210B, 212B, 233B with a pass. $35 fee for online practice examination.

PTH 321A Clinical Internship.  Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. First six week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisite: PTH 220A, 230A, 233A, and 234 with a minimum grade of C; PTH 220B, 230B, and 233B with a pass. $23 to cover expenses associated with use of CPI Web for clinical evaluation.

PTH 321B Clinical Internship.  Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. Second six week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisite: PTH 321A with a minimum grade of C. Restricted to PTH majors. $23 to cover expenses associated with use of CPI Web for clinical evaluation.

PTH 322 Clinical Seminar.  Students will be able to discuss with the program director or faculty member of their internship patient care experiences and case study or presentation. Students will also evaluate their clinical internship experience as well as their academic preparation at Southern Illinois University. Co-requisite:  PTH 321A and 321B. Prerequisites: PTH 220A, 230A,233A, and 234 with a minimum of a C; PTH 220B, 230B, and 233B with a pass.
# PHYSICAL THERAPIST ASSISTANT CURRICULUM

## FIRST YEAR CURRICULUM: Semester 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 207</td>
<td>Neurromusculoskeletal Anatomy</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HED 334</td>
<td>First Aid and CPR</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AH 105</td>
<td>Medical Terminology</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AH 241</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PTH 107</td>
<td>Introduction to Physical Therapy Practice and Procedures</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PTH 123a</td>
<td>Physical Agents I Theory</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PTH 123b</td>
<td>Physical Agents I Application</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FIRST YEAR CURRICULUM: Semester 2

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOOL 115</td>
<td>General Biology</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>KIN 321</td>
<td>Biomechanics</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PTH 212a</td>
<td>Physical Rehabilitative Theory</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PTH 212b</td>
<td>Physical Rehabilitative Application</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PTH 204</td>
<td>P.T. Assistant Practicum I</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECOND YEAR CURRICULUM: Semester 3

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 102</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PTH 210a</td>
<td>Therapeutic Exercise Theory</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PTH 210b</td>
<td>Therapeutic Exercise Application</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>KIN 320</td>
<td>Exercise Physiology</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PTH 233a</td>
<td>Physical Agents II Theory</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PTH 233b</td>
<td>Physical Agents II Application</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PTH 203</td>
<td>Pathology</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECOND YEAR CURRICULUM: Semester 4

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 101</td>
<td>Introduction to Oral Communication</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Psychology (or PSYC 303, 304, or 305)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PTH 205</td>
<td>Physical Therapy Science</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PTH 220a</td>
<td>Neurological Therapeutic Exercise Theory</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PTH 220b</td>
<td>Neurological Therapeutic Exercise Application</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PTH 230a</td>
<td>Advanced Orthopedic Therapeutic Exercise Theory</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PTH 230b</td>
<td>Advanced Orthopedic Therapeutic Exercise Application</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PTH 234</td>
<td>P.T. Assistant Practicum II</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SECOND YEAR CURRICULUM: Semester 5 (Summer Term--12 weeks)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 321A</td>
<td>Clinical Internship</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTH 321B</td>
<td>Clinical Internship</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTH 322</td>
<td>Clinical Seminar (mandatory pass/fail)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- PSYC 301 may be substituted by PSYC 303 (Adolescent Psyc), 304 (Adult Development Behavior) or 305 (Psyc of Personality)
- PHSL 201 and 208 may be substituted for AH 241
Clinical Experience

During each of the 4 semesters the students have course work in general core curriculum (psychology, English, etc.) as well as in physical therapy.

Spring, 2nd semester, PTH 204, Practicum I – Observation, skills such as making and administering hot packs/ice packs, application of massage, ultrasound, ROM, documentation in an assigned physical therapy department.

Spring, 4th semester, PTH 234 Practicum II – Application of previous skills and more complex techniques in off-campus settings.

Summer, 5th semester, PTH 321 A and B Clinical Internships - Two full-time, six week internships located at two facilities away from campus. Didactic training has concluded and students are refining skills. At the conclusion of internships, the students should be competent as entry level PTAs.

TOTAL CLINICAL HOURS = 634 HOURS
Skills Competency
Throughout the program, students are tested on many interventions and data collections skills, which are demonstrated either through a skills checklist or practical examination. Students practice each skill with simulated patient scenarios under supervision in the classroom and laboratory. Each skill is then verified as competent by program faculty prior to student participation in clinical education.

The following tables indicate the placement in the curriculum, by semester, that skills are demonstrated by check-off, practical examination, laboratory experience or classroom assignment.

### First Year Students

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Washing</td>
<td>Bed Positioning/Bed Mobility</td>
</tr>
<tr>
<td>Sterile Technique</td>
<td>Transfer Training</td>
</tr>
<tr>
<td>Vital Signs</td>
<td>Wheelchair Management/Mobility</td>
</tr>
<tr>
<td>Basic Human Anatomy</td>
<td>Gait Training with Assistive Devices</td>
</tr>
<tr>
<td>Positioning for Treatment</td>
<td>Passive ROM</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Goniometry</td>
</tr>
<tr>
<td>Patient Education</td>
<td>PROM/AROM Exercise</td>
</tr>
<tr>
<td>Superficial Heat Modalities</td>
<td>Gait/Transfers for Rehab</td>
</tr>
<tr>
<td>Cryotherapy</td>
<td>Orthotics/Prosthetics</td>
</tr>
<tr>
<td>Ultrasound</td>
<td>Breathing Exercises</td>
</tr>
<tr>
<td>Massage Techniques</td>
<td>Coughing Techniques/Postural Drainage</td>
</tr>
<tr>
<td>Patient Documentation</td>
<td>Patient Education</td>
</tr>
<tr>
<td>Sensation Testing</td>
<td>Communication</td>
</tr>
<tr>
<td>CPR &amp; First Aid</td>
<td></td>
</tr>
</tbody>
</table>

If a CI chooses to instruct students in techniques not yet covered in the academic setting then they (the CI) are responsible for determining whether the student is safe in applying the technique to a patient in that clinical setting.
Second Year Students

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester Concurrent with PTH 234</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Posture Analysis</td>
<td>Normal &amp; Abnormal Posture Analysis</td>
</tr>
<tr>
<td>Vital Signs/Objective Pain Measurement</td>
<td>Dependent &amp; Assisted Positioning/Bed Mobility</td>
</tr>
<tr>
<td>Palpation of UE and LE bony prominences</td>
<td>Transfer Training for Neurological Diagnosis</td>
</tr>
<tr>
<td>Muscle Palpation</td>
<td>Wheelchair Management</td>
</tr>
<tr>
<td>MMT</td>
<td>Dermatomes</td>
</tr>
<tr>
<td>Objective Measurement of Flexibility</td>
<td>Myotomes</td>
</tr>
<tr>
<td>Resistive Exercises</td>
<td>Spinal Nerve Reflexes</td>
</tr>
<tr>
<td>Stretching Exercises</td>
<td>PNF Techniques</td>
</tr>
<tr>
<td>Mechanical Traction: Cervical &amp; Lumbar</td>
<td>Peripheral Joint Mobilization (not to competency)</td>
</tr>
<tr>
<td>Electrotherapeutic Modalities: NMES (FES), TENS, IFC, Pre-Mod, HVPC, Combo, Russian, DC for Peripheral Nerve Injuries, Iontophoresis</td>
<td>Gait Training for Neurological Diagnoses</td>
</tr>
<tr>
<td>Dermatomes</td>
<td>Sensory Testing</td>
</tr>
<tr>
<td>Myotomes</td>
<td>Deep Tendon Reflex Testing</td>
</tr>
<tr>
<td>Integumentary Integrity</td>
<td>Developmental Reflexes</td>
</tr>
<tr>
<td>Abnormal Gait</td>
<td>Balance and Coordination</td>
</tr>
<tr>
<td>Max HR, Target HR, Respiration</td>
<td>Abnormal Gait</td>
</tr>
<tr>
<td>Perceived Exertion Assessment</td>
<td>Pediatric Interventions</td>
</tr>
<tr>
<td>Communication</td>
<td>Cognition, Arousal &amp; Mentation Assessment</td>
</tr>
<tr>
<td>Body Mechanics</td>
<td>Cranial Nerve Assessment</td>
</tr>
<tr>
<td>Patient Education</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Facilitation &amp; Inhibition Techniques</td>
</tr>
<tr>
<td></td>
<td>Body Mechanics</td>
</tr>
<tr>
<td></td>
<td>Patient Education</td>
</tr>
</tbody>
</table>

If a CI chooses to instruct students in techniques not yet covered in the academic setting then they (the CI) are responsible for determining whether the student is safe in applying the technique to a patient in that clinical setting.
Clinical Attendance Policy
Students will be assigned to clinical locations by the Academic Coordinator of Clinical Education (ACCE)/Program Director. Assignments are based upon the availability of clinical facilities, the experience of Clinical Instructors within the available facilities, the student’s educational needs (such as previous experience types completed), the student’s prior academic performance, and the student’s request for a specific facility type (such as hospital, outpatient, rehabilitation…). When placing a student at an off-campus location, every effort will be made to maintain a student’s clinical placement within a 90 mile radius of either their home or campus.

Students are required to complete all clinical hours at each assigned facility. Missing clinical hours is not acceptable except in the event of an emergency or illness. Any hours missed must be made up. The make-up time will be determined by and at the convenience of the Clinical Instructor.

Any student having an unexcused absence may have his/her final grade dropped one letter grade. If a student is absent for three or more consecutive days due to illness, it is required that he/she obtain a statement from his/her personal physician attesting to the student’s illness or injury, and his/her fitness to return to classes and clinical patient contact.

The student is expected to report to the clinical facility at their scheduled time. Tardiness is not considered responsible, professional behavior. Three late arrivals, each in excess of ten minutes, will be the equivalent of one unexcused absence for grade determination.

If extenuating circumstances are involved, a committee comprised of clinical and SIU faculty will review the situation and make any recommendations.

It is the student’s responsibility to call the Clinical Instructor at least 60 minutes prior to the beginning of the clinical time period if you are not going to be present or if you are going to be late. Failure to do this will result in an unexcused absence, regardless of the circumstance, for grade determination.

Request for Time-Off
Students requesting time off for personal reasons must present this request to the Clinical Instructor at least two weeks in advance. If granted, students must arrange and schedule “make-up” time with the Clinical Instructor prior to the leave. It is the responsibility of the student to also communicate time off arranged with the Clinical Instructor to the course instructor.

All jury duty and time off to meet training requirements for any military service (Reserves, ROTC, etc.) must be made up.

Students are advised to schedule medical, dental, and other appointments outside of clinic and class hours to avoid grade implications.

Students with children are advised to have contingency arrangements made for childcare in case of illness or unforeseen circumstances.

Holiday Schedules
Students will follow the schedule of the assigned clinical site including holiday schedules.
Dress Code
In the clinical setting, all PTA students will maintain a professional appearance and comply with the dress code of the physical therapy department that they are assigned. PTA students will NOT wear: shorts, jeans, hats, spandex, skirts/dresses, low cut shirts or pants, open toe shoes, high heels or any jewelry piercing that would cause a distraction to clinical staff or patients. Hair color should be kept to natural colors; no blue, yellow, red, orange, green, purple, pink, etc. Long hair should be pulled back so it does not interfere with the treatment of patients. PTA students cannot have fingernails whose length interferes with treatment. Students are expected to have no visible tattoos while in the clinic. Remember, you are a paraprofessional in the department; use good judgment with respect to other aspects of your appearance and hygiene. All clothing must be neat, clean, and well fitting.

If a student is not compliant with the dress code, that student will not be allowed to complete their scheduled clinic time. If the student has to make-up any clinic hours due to the dress code policy, the student will comply with the attendance policy.

Transportation
Students are responsible for transportation to and from school and the clinical facilities. Students may park only in designated areas, both at the University and clinical sites.

Inclement Weather Policy
SIU will normally remain open as scheduled regardless of weather conditions. However, should generally prevailing hazardous ice and snow conditions dictate that school will be closed for the day, or part of the day, area TV and radio stations will be notified. Even though the college may be open in full or in part, students should not endanger their lives or safety by attempting to reach campus when their local road conditions prohibit safe travel. If the inclement weather occurs during the time that the student is scheduled to be at a clinical site, the student MUST call the clinical site and the ACCE at least one hour prior to their scheduled arrival time if they will be unable to attend. Students will be responsible for any academic work which is missed due to absences caused by severe weather conditions, and it is the individual student’s responsibility to take the initiative to make up work.

Communicable Disease Policy
Health care workers and students are at risk of contracting a variety of communicable diseases related due to the nature of the profession. As such, they are also at risk of transmitting communicable disease to other patients and health care workers. If a student contracts a communicable disease, such as:

- Measles, Mumps, Rubella, AIDS, AIDS-Related Complex (ARC), Chicken Pox, Hepatitis B, Herpes, TB, Mononucleosis

It is the student’s responsibility to inform the Clinical Instructor and Program Director of such disease and treatment. Current program policy and University policy toward communicable disease will be followed. Students are advised to utilize Universal Precautions at all times, especially in the clinical setting, such as hand washing and use of personal protective equipment to minimize risk of transmission.

Medical Insurance
Each student is required to have medical coverage via the Student Health Center or by a private insurance company. All injuries sustained by students at the clinical site or on-campus must be reported to the Physical Therapist Assistant Program Director/ACCE. Failure to report accidents and complete the required paperwork within 10 days from the time of the injury may result in a rejection of the claim by the student’s insurance company or the Student Health Center.
Incidents and Accidents
A student who is injured during a clinical experience should:
1. Notify the clinical instructor and Course Instructor immediately. The course instructor will notify the Program Director.
2. The CI or CCCE completes an incident report.
3. If medical attention is needed the student may choose to receive care at the clinical facility or from the student’s personal physician. The student is responsible for any and all medical expenses resulting from the injury.

Clinical Site Grievance
If a student has a grievance related to a clinical site, the student must contact the site’s Clinical Instructor and/or the Program Director within three (3) working days. The Program Director may choose to involve the School Director as well as the clinical site’s CCCE depending upon the nature of the problem. The program faculty will make every effort to resolve the student’s problem, within the confines of their authority. Program faculty will notify the student of any decision or action to be taken, within three (3) working days of the reported incident.

Confidentiality
Patient Information: Students are to keep all information about patients/clients strictly confidential. All information is to be treated in a professional manner. Information is to be shared only to the benefit of the client, and only if explicit permission has been granted by the client. The client’s name must not be used in case studies or reports completed in class. Initials (not the client’s) or a pseudonym are to be used. Information that includes identification of the client should not be shared with anyone except the clinical facility. Students are required to follow facility policy when sharing information within the facility. Failure to maintain confidentiality may result in disciplinary procedures in the program and legal action on the part of the client.

Facility Information: Students are also advised that they may become aware of facility business practices while performing a clinical rotation. This information MUST be treated as confidential and MUST NOT be shared with other students or facilities. Sharing such information may result in disciplinary action on the part of the Program. In addition, a student should remember that discussing this information with another site may be deemed unprofessional and could adversely affect their ability to gain employment after graduation. This does not prevent the student from discussing such issues with a faculty member.

Student Information: Students should be advised that pertinent performance issues may be given to Clinical Instructors before that clinical rotation. This information will only pertain to necessary skills needed to pass the rotation and will not include personal issues that do not concern safety or performance on site. If the Program Director decides that additional information needs to be relayed to the next Clinical Instructor, the student and Program Director/faculty member will have a conference prior to the clinical rotation.
Disciplinary Offenses
A student may be placed on clinical suspension or be immediately dismissed from the clinical education site by the Clinical Instructor or Program Director, or may be dismissed from the PTA program for any of the following reasons:
1. Insubordination to clinical or college personnel
2. Failure to comply with the policies, rules and regulation of the clinical site or University
3. Unprofessional conduct – See APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant
4. Unauthorized schedule changes
5. Leaving the clinical site while on the time clock and/or without notifying the CI
6. Falsifying documents, including but not limited to time logs, patient examination logs, medical records, etc.
7. Failing to immediately report any adverse or unusual incident involving a patient
8. Any action that places a patient or coworker in jeopardy on injury or causes injury
9. Use of drugs or alcohol while at a clinical site
10. Other infractions as outlined in the Student Handbook

Clinical Education Placement and Schedules
Clinical placements are determined by the program Academic Coordinator of Clinical Education (ACCE) and may change at any time. In the event a clinical experience is cancelled, the ACCE will work to reassign the student to another facility.

Every effort is made to honor student preferences for the type of practice setting for the terminal internships but is not guaranteed. By the completion of the program, student will have a variety of experiences and complete one inpatient experience (such as hospital based or long-term care facility) and one outpatient experience. Occasional exceptions to this may exist and are guided by program goals and the academic needs of the student.

Clinical placements are based on several criteria including but not limited to: placement in the program (first or second year student), type of experience needed, clinical instructor experience, and facility availability. While driving distance is considered, it is not a primary criterion for placement.

The clinical schedule (hours worked) is determined by the clinical facility and confirmed by the ACCE. Students are expected to follow the clinical instructor’s schedule and may include but are not limited to: early or late hours, weekends, and/or holidays. Students are not permitted to alter the clinical schedule without ACCE involvement.

Employment and the Clinical Facility
In order to provide students with unique and fair learning experiences, students will not be allowed to participate in clinical experiences at a clinical site in which they have previously or are currently employed in the department of physical therapy, or have already committed to employment as a PTA upon graduation. The student should meet with the ACCE if there are any concerns regarding conflicts of interest.

Travel Expectations
While every effort is made to minimize travel to clinical facilities, student should expect to travel up to 90 minutes, one way, to the assigned clinical site. This time will vary based on other circumstances such as inclement weather or traffic conditions.
Affiliation Request
If a student has a request for a clinical experience at a facility not already established with the program, the student should discuss this option with the ACCE first. Students are not to contact agencies/facilities to arrange clinical experiences.

Student Supervision
PTA students may be supervised by a licensed PTA or PT. When a licensed PTA is the clinical instructor, a PT must be onsite for the duration of the clinical education experience. Students are not allowed to provide patient interventions when a PT is not onsite. If the assigned CI is absent, the facility must provide an alternative person to supervise the student. If the student arrives to the clinical facility and there is not a PT onsite, the program ACCE is to be notified immediately to discuss the situation.

Student Immunization Records
Upon entry into the program, each student must provide current immunizations (TB, MMR, Hep B, varicella, T-Dap). These records and clinical files are kept in a locked file in the Program Director’s office and will be provided to the clinical site upon request. Privacy of all individuals’ files is guaranteed according to the Federal Privacy Act.

Criminal Background Checks
Prior to beginning clinical hours, students are required at their own expense, to complete a criminal background check. These records and clinical files are kept in a locked file in the Program Director’s office and will be provided to the clinical site upon request. Privacy of all individuals’ files is guaranteed according to the Federal Privacy Act.

Drug Screens
Some clinical affiliation sites may require a drug screen from the student prior to beginning a clinical rotation. Some facilities may provide the drug screen to students at the expense of the clinical site. Others may require the student to provide the drug screen at their own expense. The student is responsible for meeting the requirements of the clinical site which they have been assigned.

CPR Certification
Prior to beginning clinical hours, students are responsible for receiving CPR certification and maintaining current certification for the duration of their enrollment in the PTA program. A copy of their CPR certification will be provided to the Program Director/ACCE and made available to clinical facilities upon request.

Maintenance and Destruction of Records
All records will be maintained in a locked file in the Program Director’s office for the duration of the student’s enrollment in the Program. Records will be sent to assigned clinical sites upon the request of the CCCE. All student records will be destroyed upon graduation or withdraw from the PTA program.

Liability Insurance
Upon payment of tuition and fees, each student is provided liability insurance coverage by Southern Illinois University self-insurance program. This insurance policy is in the amount of $3,000,000 for each student. It applies to all University students assigned to serve internships with external facilities when students are not paid by the facility and earn academic credit upon completion of the internship assignment. Such insurance coverage is not available to a student actually employed (paid) by an external facility or in situations in which no academic credit is available to the student upon completion.
Assessing and Documenting Student Progress in the Clinical Setting

The Clinical Performance Instrument (CPI), developed by the APTA, is used by Clinical Instructors during the two spring and summer clinical experiences. This method of documentation has been effective in measuring the progress, or lack of, in a concise and accurate manner. Specific grading criteria will be described in the course syllabi.

1. The course instructor makes the final grade determination for all clinical education experiences.
2. Program faculty will have communication with the student and CI during each rotation through an on-site clinical visit, email correspondence, or telephone contact.
3. The PTA Clinical Performance Instrument (PTA CPI) is the evaluation tool used for all clinical courses.
4. Clinical performance is formally discussed at the midterm and final points of the experience using the PTA CPI. Refer to course syllabi for specific grading criteria.
5. Both the CI and the student will complete the PTA CPI at the midterm and final points of the experience. The student should notify the course instructor at time of evaluation if the student is in disagreement with or if there are significant discrepancies between the CPIs.
6. Each clinical course needs to be passed with a minimum grade of a C or better for the student to pass the course and progress in the program.

When a student has repeated incidents of unsatisfactory, unacceptable or unsafe practice; or unprofessional or unacceptable conduct in the clinical setting; the following procedures will be used:

1. The incidents will be documented by the CI and/or course instructor.
2. The student will meet with the course instructor to discuss the issue and develop an action plan for resolution of the issues. The course instructor will document the discussion and outcome of the meeting and provide a copy to the ACCE to be placed in the student’s file.
3. If the student does not meet the criteria in accordance with the established plan of action, the problem will be reviewed again with the student and the involved faculty with the Program Director/ACCE also present.
4. Continued failure to comply with the conditions set forth in these discussions and documentation may result in a failing grade for the clinical course and dismissal from the Program.
Performance Expectations for Clinical Courses
CPI Performance Dimensions and Rating Scale Anchors*

Advanced Beginner Performance Level
The student requires:
  a. 75-90% direct supervision from CI for simple or non-complex conditions
  b. 100% direct supervision from CI for new or complex conditions

Intermediate Performance Level
The student requires:
  a. <50% direct supervision from CI for simple or non-complex conditions.
  b. 50-75% direct supervision from CI for new or complex conditions.

Advanced Intermediate Performance Level
The student requires:
  a. The student is independent with general supervision from CI for simple or non-complex conditions.
  b. The student requires <25% supervision from CI for new or complex conditions.

Entry Level Performance
The student is independent with simple and complex conditions with general supervision from CI.

*See CPI for full definitions of Performance Dimensions and Rating Scale Anchors.

Definitions for Degree of Supervision from the Clinical Instructor:
Direct Supervision: The CI is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is continuous throughout the time the tasks are performed.

General Supervision: The CI is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is less than continuous and determined by the level of patient/client complexity.
(Source: Supervision definitions modified from APTA, Levels of Supervision HOD P06-00-15-26)

PTH 204, Practicum I – Term 2
A = Beginner Level with > 50% at Advanced Beginner Level
B = Beginner Level with 1 to ≤ 50% at Advanced Beginner Level
C = Beginner Level
Rating is for skills at level of current curricular education. A minimum grade of C is required

PTH 234, Practicum II – Term 4
A = Minimum of Intermediate Level with > 50% at Advanced Intermediate Level
B = Minimum of Intermediate Level with 1 to ≤ 50% at Advanced Intermediate Level
C = Minimum of Intermediate Level for all skills
A minimum grade of C is required

PTH 321A, Clinical Internship – Term 5
A = Minimum of Advanced Intermediate Level with > 50% at Entry Level
B = Minimum of Advanced Intermediate Level with 1 to ≤50% at entry Level
C = Minimum of Advanced Intermediate Level for all skills
A minimum grade of C is required

PTH 321B, Clinical Internship – Term 5
A = At or near Entry Level on all skills with 2+ marked With Distinction
B = At or near Entry Level on all skills with 1 marked With Distinction
C = At or near Entry Level on all skills
A minimum grade of C is required
Clinical Faculty Appointment

A. Clinical Instructor Selection Criteria

- Current license as a PT or PTA in the state of practice
- A minimum of one year of clinical experience in the practice setting in which the clinician serves as the clinical educator or significant comparable clinical experience
- Competence by demonstrating knowledge, skills, safety and effectiveness in the delivery of care
- Ethical and Legal conduct
- A desire to serve as a Clinical Instructor

B. Clinical Faculty Rights and Privileges

- Be invited to attend Program clinical education workshops
- For Illinois, be awarded continuing education units for supervising clinical education experiences per the State of Illinois Physical Therapy Practice Act: **Up to 5 hours of CE credit may be obtained by being a clinical instructor for either PT or PTA students. Credit will be earned based on hours of cumulative student clinical instruction, with 1 hour of CE credit per 120 student hours. CE credit hours for clinical instruction will be awarded by the student’s academic institution.**
  (Source: www.ilga.gov/commission/jcar/admincode/068/068013400000610R.html)

An SIU CE certificate will be issued by the Program Director/ACCE following each clinical rotation. It is the responsibility of the clinical instructor to maintain a record of CI hours awarded.
RESPONSIBILITY AND OBLIGATION OF THE STUDENT TO THE CLINICAL FACILITY

The student is responsible for the following:

- The student is responsible for maintaining current immunization records including a current TB screen.
- The student is responsible for maintaining current certification in CPR.
- The student is responsible for completing a background check.
- The student is responsible for familiarizing himself/herself with the facility policy related to dress code. Professional dress is required including closed-toe shoes.
- The student will provide input to both the academic and clinical faculty to provide the most beneficial learning experience for him/her.
- Students should become familiar with the APTA PTA CPI assessment tool. Students will take the APTA online course for the PTA CPI before he/she reports to his/her first clinical site.
- The student should actively seek learning experiences while in the clinic from CI and supporting staff when available.
- The student will provide self-assessment reports on student strengths and areas in need for improvement.
- The student should identify problems early and discuss with CI and/or ACCE.
- The student should take initiative in treating patients with CI, provide documentation and actively communicating treatment ideas with CI.
- The student will maintain patient confidentiality, and will not submit for publication any material relating to clinical education experience.
- The student is responsible for reporting any unavoidable absence to BOTH the CI and the ACCE.
- The Student will have medical coverage via the Student Health Center or by a private insurance company.
RESPONSIBILITY AND OBLIGATION OF THE CLINICAL INSTRUCTOR TO THE STUDENT

Prior to the student arriving at the facility:

Provide the following information to the student upon their request:

- Directions to the facility
- Parking information
- Hours the student will work
- Who to contact on the first day
- Dress code
- Complete the training of the PTA CPI
- Review the student packet and contact Julie Davis at (618) 453-3618 if any questions or concern arise after reviewing the student information.

On the first day:

- Orient the student to facility and safety procedures
- Discuss with student plans related to patient care/patient safety procedures
- Discuss any required activities from the student such as case study/in-service
- Discuss with the student his/her learning style and identify with the student how he/she may best learn. Learning styles include experimenting, conceptualizing, experiencing and reflective observation. The student should be encouraged to use different learning styles and a plan should be developed to incorporate several learning styles.

Throughout Clinical Internship

- Provide close supervision, beginning with demonstration and leading to the student performance within the academic preparedness of the student.
- Provide feedback both verbal and written to student.
- Contact the faculty member responsible for the internship with any concerns about student progress. The CI should telephone the faculty member about any red flag items as defined in the PTA CPI that the student has difficulty in passing. The CI should telephone the faculty member should there be any issues with student conduct within the facility with patients or staff that is non-professional not already addressed by red flag items in the PTA CPI. The CI should telephone the faculty member about any other issues related to the student’s clinical progress such as potential failure as noted at midterm assessment.

At midterm of Clinical Internship

- Clinical Instructor will complete and review with student the online PTA CPI.
- Review the student’s self-midterm CPI.

At final of Clinical Internship

- Clinical Instructor will complete and review with student the online PTA CPI.
- Review the student’s self-final CPI
RESPONSIBILITY AN OBLIGATION OF THE PTA FACULTY

The Academic Coordinator of Clinical Education (ACCE)/Program Director is the faculty member responsible for coordinating the clinical education component of the PTA program. The ACCE works directly with the Center Coordinator of Clinical Education (CCCE), Clinical Instructors (CI) and students to provide a right learning environment for the student in a clinical setting.

ACCE/PROGRAM DIRECTOR: Julie Davis, PT
Physical Therapist Assistant Program
School of Allied Health
College of Applied Science and Arts
1365 Douglas Ave, Mailcode 6615
Carbondale, IL  62812
(618) 453-3618
(618) 453-3617 (fax)
jfrman@siu.edu

The ACCE/Program Director is responsible for the following:

- Acts as director for the clinical portion of the PTA program
- Seeks new clinical affiliation sites and determines the suitability for program
- Maintains current clinical contracts with all clinical sites
- Familiarizes the students and CI’s with online APTA PTA CPI
- Provides Clinical Education Handbook to clinical site CCCE’s and students
- Ensures students have obtained certifications, criminal background checks, drug screens, immunizations or other site specific requirements before students attend his/her clinical rotation
- Facilitates problem solving for the students and clinical instructors as clinical issues arise
- Facilitates onsite visits or telephone interview with CI, student and course instructor at or around midterm for each full-time clinical rotation. Additional onsite visits for each student will occur should the need arise due to circumstances which may impact negatively the clinical education of the student. Telephone interviews at or around midterm will occur for all sites not having an onsite visit during the clinical.
- Provides the facility CCCE with a student assignment packet containing information about the student and his/her academic level.
- Keeps clinical faculty informed on changes in the PTA clinical education program
- Familiarizes clinical faculty on his or her rights and benefits. The ACCE/Program Director will provide the site CCCE a copy of the clinical handbook either electronically or in paper form once a student has been assigned.
PROFESSIONAL CONDUCT

Students will at all times present himself/herself in a professional manner while in the clinic setting. The student professional conduct includes, but not limited to:

- The student will maintain patient confidentiality at all times as directed by the clinic facility, the PTA program and by the Health Insurance Portability and Accountability Act (HIPPA).
- The student will remain polite and courteous to patients and staff at all times
- No inappropriate laughter, joking, horseplay, gossip, or unwarranted/inappropriate conversation.
- The student will not chew gum in front of patients
- Students will not eat, smoke or drink except in designated areas
- The student will not discuss personal problems with patients or staff
- No use of cell phones in clinic except as allowed by facility and cell phones must be on vibrate
- The student will be responsible for maintaining an active clinic schedule by direct patient care, observation, assisting with equipment, reading or reviewing textbook, or other activities as directed by supervising personnel.

PATIENT'S RIGHT TO KNOW

Patients have the right to know the identity of those involved in their care. This includes the knowledge that any individual involved in their care is a student. The patient has the right to refuse treatment by a student or to have their treatment observed by a student without fear of retribution. Students are required to wear an identification badge and introduce him/herself to patients.
Clinical Faculty Evaluation and Development

One goal of SIU’s PTA Program is to develop and/or enhance the teaching skills of clinical faculty to facilitate achievement of clinical education objectives and improve effectiveness of clinical faculty. Activities are based on the needs of the program and/or clinical faculty.

**Guidelines:**
1. The CCCE of the clinical facility is responsible for providing ongoing direct feedback to CIs on their performance as clinical instructors. This feedback is to be based on direct observation of the CI and student interaction, as well as discussions between the CCCE and the student.

2. The ACCE is responsible for providing direct feedback to the CIs and indirect feedback through communication with the CCCE on their performance as clinical instructors. This feedback is based on communications between the ACCE and the CCCE, as well as discussion with the student and the content of the student evaluations.

3. The CCCE is responsible for identifying needs for continuing education of the clinical faculty and communication of such needs to the ACCE.

4. The ACCE and program faculty identify clinical faculty development needs through a variety of sources including direct student feedback, course evaluations, during clinical visits or telephone contact, and through clinical surveys and in-service feedback.

A. Education of clinical faculty is an ongoing process with needs determined by various means:
   1. The Clinical Faculty Development Survey is completed annually by clinical faculty. Results are compiled and evaluated by the ACCE for possible topics for future clinical faculty development activities.
   2. Evaluation of Clinical Education Experience
      a. After each clinical education experience, students provide feedback on the experience with the Evaluation Of Clinical Education form (Appendix). The ACCE will share information with the CCCE or CI as appropriate.
      b. Results are tallied and evaluated for common themes which are further discussed for possible topics for future clinical faculty development activities.
   3. Clinical Visits
      During clinical visits, which typically occur around the midterm of the experience, faculty inquire:
      a. From the student, includes but not limited to: how the clinical teaching by the CI is going, any areas of concern, level and quality of clinical supervision.
      b. From the CI, includes but not limited to: how they are planning student learning experiences, questions related to student supervision, how and when to reach the course instructor, and evaluating student performance.
      c. Upon discussion of midterm clinical visits, the course instructor and ACCE discuss issues or concerns, common themes, and possible topics for future clinical faculty development activities. As appropriate, the ACCE may also provide individualized teaching activities with the CI.
   4. Program surveys also provide information about clinical teaching and clinical faculty development needs. These surveys include but are not limited to: graduate surveys, program resource surveys, employer surveys, and exit surveys.
   5. As program faculty interact with students and clinical faculty, informal comments from students, CCCEs, and CIs are also a source of information for potential clinical faculty development needs. These comments are shared with the ACCE and program faculty for further discussion.
B. Clinical faculty development occurs throughout the year:

1. Informally, activities are scheduled as a need arises. For example, if a CI is having difficulty with the clinical evaluation tool, program faculty or the ACCE will schedule time to work with the CI on their specific issue.

2. Formally, clinical faculty development is offered through various workshops and/or continuing education at least annually, typically in the fall and/or spring semester.

3. Feedback is obtained following any workshop with comments and trends evaluated.
Program Complaint Procedure

The PTA Program welcomes comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement. Any complaint or concern about the PTA Program or one of its policies, faculty, staff, or students is requested to be in writing.

If the nature of the concern falls into the possibility of a formal complaint to the program’s accrediting body, contact the Commission for Accreditation of Physical Therapy Education (CAPTE) to discuss the nature of the complaint and to determine what procedures should be taken. CAPTE can be reached by phone at (703) 706-3245, email at accreditation@apta.org, or by fax (703) 684-7343.

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed with that individual first. If the person with the complaint feels the situation remains unresolved, that the person should meet with their advisor or Program Director and submit a written statement of their concern. Written complaints may also be made to the Program Director via email at jfrman@siu.edu or the Director of the School of Allied Health at kscollin@siu.edu. If further action is necessary, the complaint/concern will be taken to the Director of the School of Allied Health for further review and follow up. Complaints may be filed with any of the above entities without fear of retribution.
APPENDIX
Name:________________________________________________________

Location:___________________ Rotation type:_______________
(i.e. inpatient, outpatient, neurorehab, etc)

Date: ____________________________ Week _____ of _____

1. My goals for this week’s clinical experience are (list at least 2):
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________

   I have discussed my goals with my CI: □ Yes □ No

2. Communication
   a. I am satisfied with my style of communication: □ Yes □ No, describe:
   b. I am clear on how to communicate with my CI: □ Yes □ No, describe:
   c. My CI and I have regular meetings: □ Yes □ No, describe:
   d. My CI provides feedback on my performance: □ Yes □ No, describe:
   e. The feedback I receive is constructive: □ Yes □ No, describe:
   f. My CI provides timely feedback: □ Yes □ No, describe:
   g. I am clear on my progress with this clinical experience: □ Yes □ No, describe:
   h. My CI helps me plan learning experiences: □ Yes □ No, describe:
   i. My CI helps me with problem solving: □ Yes □ No, describe:
   j. My CI helps me with conflict resolution: □ Yes □ No, describe:
   k. I have had an opportunity to communicate with a physical therapist on patient care issues: □ Yes □ No
3. The feedback from my CI was:  
   a. too little  
   b. just right  
   c. too much  
   explain:

4. List patient diagnoses seen this week:

5. Self-Assessment  
   Please rate how you perceive your performance in each area; if you did not do, mark the “0” rating.

<table>
<thead>
<tr>
<th>n/a</th>
<th>poor</th>
<th>fair</th>
<th>okay</th>
<th>great</th>
<th>confident</th>
</tr>
</thead>
</table>
   Documentation: 0 1 2 3 4 5
   Patient Safety: 0 1 2 3 4 5
   Personal Safety: 0 1 2 3 4 5
   Patient Communication: 0 1 2 3 4 5
   CI/Staff Communication: 0 1 2 3 4 5
   Modalities: 0 1 2 3 4 5
   Electrotherapy: 0 1 2 3 4 5
   Transfers: 0 1 2 3 4 5
   Bed Mobility/Positioning: 0 1 2 3 4 5
   Gait: 0 1 2 3 4 5
   Therapeutic Exercise: 0 1 2 3 4 5
   Patient Education: 0 1 2 3 4 5
   Understanding the PT Plan of Care: 0 1 2 3 4 5
   Understanding the patient therapy goals: 0 1 2 3 4 5

6. Extra learning experiences:

7. Were your goals met this week? □ Yes □ No  
   If no, what is your action plan and/or goals for next week?
SOUTHERN ILLINOIS UNIVERSITY

PHYSICAL THERAPIST ASSISTANT PROGRAM

DOCUMENTATION OF PTA STUDENT CLINICAL BEHAVIOR

Use this form to document any student behaviors which cause concern regarding this student’s ability to perform safely and professionally in their clinical rotation. If any incidents should occur, complete this form immediately. Append one copy to the student’s clinical evaluation form and send a copy to SIU.

Julie Davis
Southern Illinois University
PTA Program
MC 6615
Carbondale, IL 62901

In addition, please call the SIUC PTA program (618-453-3618) to notify us about the incident and to discuss whether additional action is needed.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Name of CI completing this report:</td>
</tr>
<tr>
<td>Date of Incident:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
</tbody>
</table>

Briefly describe the incident (Use additional sheets if necessary):
<table>
<thead>
<tr>
<th>Individuals involved and witnesses:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was an incident report filed at the facility? Yes _____   No _____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How was this incident resolved or addressed?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Does the incident warrant further action or discussion with SIUC?   Yes ___   No ___</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If yes, please explain:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Clinical Instructor Signature   Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Signature   Date</th>
</tr>
</thead>
</table>
NAME______________________________

Circle the appropriate clinical rotation:

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Practicum II</th>
<th>Internship I</th>
<th>Internship II</th>
</tr>
</thead>
</table>

The purpose of this form is to assist you, as well as the academic and clinical faculty in planning educational programs to meet your needs. The ratings represent your perception of your professional competence in 4 areas: training procedures, treatment procedures, process skills, and affective skills. You will also rate the amount and types of exposure you have had with a variety of diagnoses.

The ability to accurately self-assess is vital for effective professional development. Be accurate and honest in your description, so that each clinical experience can be one that is appropriate and challenging to meet your needs as a learner.

Rate your exposure:

Using the following scale, indicate for each item listed on the following pages, whether you have been exposed to the item during classroom, lab or clinical situations.

- 4 = clinical, classroom and lab
- 3 = clinical only
- 2 = classroom and lab
- 1 = classroom only
- 0 = no exposure

Rate your competency:

Competency means to consistently perform the activity accurately, skillfully and in the appropriate time and place. Under the competency column indicate how competent you feel in each area listed using the following scale:

- 4 = competent requiring only confirmation from the CI
- 3 = competent requiring guidance from the CI
- 2 = competent requiring supervision, supervisor physically present
- 1 = requires constant supervision, assistance is needed to complete skill competently
<table>
<thead>
<tr>
<th>Exposure</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = clinical, classroom and lab</td>
<td>4 = competent requiring only confirmation from the CI</td>
</tr>
<tr>
<td>3 = clinical only</td>
<td>3 = competent requiring guidance from the CI</td>
</tr>
<tr>
<td>2 = classroom and lab</td>
<td>2 = competent requiring supervision, supervisor physically present</td>
</tr>
<tr>
<td>1 = classroom only</td>
<td>1 = requires constant supervision, assistance is needed to complete skill competently</td>
</tr>
<tr>
<td>0 = no exposure</td>
<td></td>
</tr>
</tbody>
</table>

**TRAINING PROCEDURES**

<table>
<thead>
<tr>
<th>EXPOSURE</th>
<th>COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 1 2 3 4</td>
</tr>
<tr>
<td>body mechanics</td>
<td></td>
</tr>
<tr>
<td>ADLs</td>
<td></td>
</tr>
<tr>
<td>transfers</td>
<td></td>
</tr>
<tr>
<td>bed activities</td>
<td></td>
</tr>
<tr>
<td>mat activities</td>
<td></td>
</tr>
<tr>
<td>adaptive equipment</td>
<td></td>
</tr>
<tr>
<td>gait training</td>
<td></td>
</tr>
<tr>
<td>pre-prosthetic training</td>
<td></td>
</tr>
<tr>
<td>orthotic training</td>
<td></td>
</tr>
<tr>
<td>cardiac rehab</td>
<td></td>
</tr>
<tr>
<td>postural drainage</td>
<td></td>
</tr>
<tr>
<td>breathing techniques</td>
<td></td>
</tr>
<tr>
<td>safety procedures</td>
<td></td>
</tr>
<tr>
<td>breathing techniques</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>TREATMENT PROCEDURES</td>
<td>EXPOSURE</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>passive exercise</td>
<td></td>
</tr>
<tr>
<td>assistive exercise</td>
<td></td>
</tr>
<tr>
<td>active exercise</td>
<td></td>
</tr>
<tr>
<td>resistive exercise</td>
<td></td>
</tr>
<tr>
<td>isometric exercise</td>
<td></td>
</tr>
<tr>
<td>home exercise program</td>
<td></td>
</tr>
<tr>
<td>massage</td>
<td></td>
</tr>
<tr>
<td>inhibitory handling</td>
<td></td>
</tr>
<tr>
<td>develop mat activities</td>
<td></td>
</tr>
<tr>
<td>pre-gait/gait activities</td>
<td></td>
</tr>
<tr>
<td>balance activities</td>
<td></td>
</tr>
<tr>
<td>coordination training</td>
<td></td>
</tr>
<tr>
<td>Jobst Compression</td>
<td></td>
</tr>
<tr>
<td>paraffin</td>
<td></td>
</tr>
<tr>
<td>hydrocollator packs</td>
<td></td>
</tr>
<tr>
<td>cold packs</td>
<td></td>
</tr>
<tr>
<td>ice massage</td>
<td></td>
</tr>
<tr>
<td>whirlpool</td>
<td></td>
</tr>
<tr>
<td>Hubbard tank</td>
<td></td>
</tr>
<tr>
<td>ultrasound</td>
<td></td>
</tr>
<tr>
<td>infrared</td>
<td></td>
</tr>
<tr>
<td>ultraviolet</td>
<td></td>
</tr>
<tr>
<td>diathermy</td>
<td></td>
</tr>
<tr>
<td>high volt ES</td>
<td></td>
</tr>
<tr>
<td>low volt ES</td>
<td></td>
</tr>
<tr>
<td>interferential</td>
<td></td>
</tr>
<tr>
<td>NMES</td>
<td></td>
</tr>
<tr>
<td>iontophoresis</td>
<td></td>
</tr>
<tr>
<td>TENS</td>
<td></td>
</tr>
<tr>
<td>biofeedback</td>
<td></td>
</tr>
<tr>
<td>traction - cervical</td>
<td></td>
</tr>
<tr>
<td>- lumbar</td>
<td></td>
</tr>
<tr>
<td>ace bandaging</td>
<td></td>
</tr>
<tr>
<td>sterile technique</td>
<td></td>
</tr>
<tr>
<td>guarding patients</td>
<td></td>
</tr>
<tr>
<td>bed positioning</td>
<td></td>
</tr>
<tr>
<td>wheelchair mobility</td>
<td></td>
</tr>
<tr>
<td>PROCESS SKILLS</td>
<td>EXPOSURE</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>managing schedule efficiently</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>documenting accurately</td>
<td></td>
</tr>
<tr>
<td>integrating Rx techniques</td>
<td></td>
</tr>
<tr>
<td>implementing a Rx plan of care</td>
<td></td>
</tr>
<tr>
<td>progressing treatment</td>
<td></td>
</tr>
<tr>
<td>assessing outcomes of Rx</td>
<td></td>
</tr>
<tr>
<td>demonstrating safe practice</td>
<td></td>
</tr>
<tr>
<td>interacting with staff</td>
<td></td>
</tr>
<tr>
<td>communicating with PT</td>
<td></td>
</tr>
<tr>
<td>problem solving</td>
<td></td>
</tr>
<tr>
<td>making clinical decisions</td>
<td></td>
</tr>
</tbody>
</table>
AFFECTIVE SKILLS

Help your CI get to know you by describing how confident you feel with various communication skills that are necessary in clinical practice. Use a 5 point scale to describe your agreement with each statement.

KEY: 1 = strongly disagree  
2 = disagree  
3 = unsure  
4 = agree  
5 = strongly agree

I am confident in my ability to competently:

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct patients/families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss illness with patients/families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss PT management with patients/families as a PTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively with other members of the health care team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and discuss my own strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request more or less supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide appropriate and timely feedback to my supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctly respond to nonverbal behavior of patients/families/team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain a balance between personal and work priorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment of the best way that you learn. (Learn best by: verbal instructions, written instructions/diagrams, demonstration then application of a skill. These are suggestions. Describe anything unique to how you learn best.)

Please comment on the amount and type of feedback you prefer while learning.
List your strengths.

List areas you wish to improve upon.
Types of Diagnosis

Describe your experience with various types of diagnosis. Please check whether you have observed and/or treated each of the listed diagnosis. Place an X where appropriate.

<table>
<thead>
<tr>
<th>ORTHOPEDIC DISORDERS/SURGERIES</th>
<th>OBSERVED</th>
<th>TREATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>fracture/upper extremity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fracture/lower extremity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tendonitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bursitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>myositis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>overuse syndrome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>joint sprains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>muscle strains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impingement syndromes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMJ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rotator cuff involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disc involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facet joint syndromes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>alignment abnormalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>degenerative joint disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>osteoporosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scoliosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>congenital hip dysplasia/dislocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arthroplasty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reduction and fixation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>laminectomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disectomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ligament reconstruction / ACL repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arthroscopic surgery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| NEUROLOGICAL CONDITIONS | |
|-------------------------||
| cerebral vascular accident | |
| spinal cord injury       | |
| traumatic brain injury   | |
| multiple sclerosis       | |
| Parkinson’s Disease      | |
| ALS                      | |
| Guillian Barre           | |
| Post Polio Syndrome      | |
| muscular dystrophy       | |
| cerebral palsy           | |
| spina bifida             | |
| Down’s Syndrome / genetic disorders | |
| sensory integration disorders | |
| Seizure disorders        | |
| developmental delay      | |
| infections of the nervous system | |</p>
<table>
<thead>
<tr>
<th>Cardiopulmonary Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>peripheral nerve damage</td>
</tr>
<tr>
<td>emphysema</td>
</tr>
<tr>
<td>COPD</td>
</tr>
<tr>
<td>asthma</td>
</tr>
<tr>
<td>cystic fibrosis</td>
</tr>
<tr>
<td>peripheral vascular disease</td>
</tr>
<tr>
<td>arteriosclerosis</td>
</tr>
<tr>
<td>myocardial infarct</td>
</tr>
<tr>
<td>congenital heart defects</td>
</tr>
<tr>
<td>cardiomyopathies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>rheumatoid disease</td>
</tr>
<tr>
<td>cancer</td>
</tr>
<tr>
<td>traumatic injury</td>
</tr>
<tr>
<td>amputation</td>
</tr>
<tr>
<td>depression</td>
</tr>
<tr>
<td>leukemia</td>
</tr>
<tr>
<td>AIDS</td>
</tr>
<tr>
<td>chronic pain</td>
</tr>
<tr>
<td>burns</td>
</tr>
<tr>
<td>Alzheimer’s Disease / OBS</td>
</tr>
<tr>
<td>senile dementia</td>
</tr>
<tr>
<td>other</td>
</tr>
</tbody>
</table>
SIU PTA Program
Student Feedback on Part-Time Clinical Experience

Name-Affiliating Facility________________________________________

Student Name_________________________________________________

Clinical Course____________________

Date of Affiliation_________________________

Clinical Instructor(s)____________________________________________

Please answer the following statements and questions.

List specific experiences at this clinical affiliation, which helped you, learn and grow as a PTA. They were:

List experiences at this clinical affiliation, which made it difficult for you to learn and grow as a PTA. They were:

If I had the opportunity to change any part of my clinical rotation, I would have changed:
1.                                                        2.                                                        3.

Learning experiences you had at this affiliation that were not listed in your clinical evaluation form. They were:
1.                                                        2.                                                        3.

Would you recommend this clinical affiliation to other students? Why or why not?

In the future, would you consider working at this facility?

What equipment would you recommend the PTA purchase, which you were introduced to at your clinical site?

What part of the curriculum should be changed, or included to better prepare you for your clinical experience. (Keep in mind that you have not completed all course work unless this is your last rotation.)
PHYSICAL THERAPIST ASSISTANT
STUDENT EVALUATION:

CLINICAL EXPERIENCE
AND
CLINICAL INSTRUCTION

June 10, 2003

APTA
American Physical Therapy Association

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

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

Key Assumptions

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

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA’s Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in developing, shaping, and refining the tools. Our gratitude is extended to all individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

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

©2003 American Physical Therapy Association. All rights reserved. Duplication of this form in its entirety is permitted; however, any revision, addition, or deletion is prohibited.
GENERAL INFORMATION AND SIGNATURES

General Information

Student Name ________________________________

Academic Institution ____________________________________________

Name of Clinical Education Site __________________________________

Address ________________________________ City: __________________ State __________

Clinical Experience Number __________ Clinical Experience Dates ______________________

Signatures

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

Student Name (Provide signature) ___________________________ Date __________

Primary Clinical Instructor Name (Print name) ___________________________ Date __________

Primary Clinical Instructor Name (Provide signature)

Entry-level PT/PTA degree earned __________________________

Highest degree earned __________________________ Degree area __________________________

Years experience as a CI __________________________

Years experience as a clinician __________________________

Areas of expertise __________________________

Clinical Certification, specify area __________________________

APTA Credentialed CI ________ Yes ________ No

Other CI Credential ________ State ________ Yes ________ No

Professional organization memberships ________ APTA ________ Other __________________________

Additional Clinical Instructor Name (Print name) ___________________________ Date __________

Additional Clinical Instructor Name (Provide signature)

Entry-level PT/PTA degree earned __________________________

Highest degree earned __________________________ Degree area __________________________

Years experience as a CI __________________________

Years experience as a clinician __________________________

Areas of expertise __________________________

Clinical Certification, specify area __________________________

APTA Credentialed CI ________ Yes ________ No

Other CI Credential ________ State ________ Yes ________ No

Professional organization memberships ________ APTA ________ Other __________________________
SECTION 1: PTA STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

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

1. Name of Clinical Education Site _____________________________________________
   Address __________________________ City __________________________ State ______

2. Clinical Experience Number ________________________

3. Specify the number of weeks for each applicable clinical experience/rotation.
   ___ Acute Care/Inpatient Hospital Facility   ___ Private Practice
   ___ Ambulatory Care/Outpatient           ___ Rehabilitation/Sub-acute Rehabilitation
   ___ ECF/Nursing Home/SNF                  ___ School/Preschool Program
   ___ Federal/State/County Health          ___ Wellness/Prevention/Fitness Program
   ___ Industrial/Occupational Health Facility ___ Other ______________________

Orientation

4. Did you receive information from the clinical facility prior to your arrival?    ___ Yes ___ No

5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience?    ___ Yes ___ No

6. What else could have been provided during the orientation? __________________________
   _______________________________________________________________________

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:
   1 = Never  2 = Rarely   3 = Occasionally   4 = Often

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

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

8. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the Guide to Physical Therapist Practice. Rate all items in the shaded columns using the above 4-point scale. List the five (5) most common interventions that you provided to patients/clients during this clinical experience.

<table>
<thead>
<tr>
<th>Components Of Care</th>
<th>Rating</th>
<th>Five Most Common Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Implementation of Established Plan of Care</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Selected Interventions</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>• Coordination, communication, documentation</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>• Patient/client related instruction</td>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>• Direct Interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to your work and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

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

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for your work and growth? ______________________________________________________

________________________________________________________________________

________________________________________________________________________

Clinical Experience

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

_____ Physical therapist students
_____ Physical therapist assistant students
_____ Students from other disciplines or service departments (Please specify _________)

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

_____ 1 student to 1 CI
_____ 1 student to greater than 1 CI
_____ 1 CI to greater than 1 student; Describe __________________________________

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

________________________________________________________________________

________________________________________________________________________

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

_____ Attended in-services/educational programs
_____ Presented an in-service
_____ Attended special clinics
_____ Attended team meetings/conferences/grand rounds
_____ Observed surgery
_____ Participated in administrative and business management
_____ Participated in providing patient/client interventions collaboratively with other disciplines (please specify disciplines)
_____ Participated in service learning
_____ Performed systematic data collection as part of an investigative study
_____ Used physical therapy aides and other support personnel
_____ Other; Please specify ____________________________________________

5
15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc. 


Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)
   
   _____ Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.
   _____ Time well spent; would recommend this clinical education site to another student.
   _____ Some good learning experiences; student program needs further development.
   _____ Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist assistant student should have to function successfully at this clinical education site?


18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist assistant academic preparation, describe those subject areas not addressed.


19. What suggestions would you offer to future physical therapist assistant students to improve this clinical education experience?


20. What do you believe were the strengths of your physical therapist assistant academic preparation and/or coursework for this clinical experience?


21. What curricular suggestions do you have that would have prepared you better for this clinical experience?
SECTION 2: PTA STUDENT ASSESSMENT OF THE CLINICAL INSTRUCTOR

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

Assessment of Clinical Instruction

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

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

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

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

Midterm Evaluation    ____Yes ____No  Final Evaluation    ____Yes ____No
24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation

Final Evaluation

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

Midterm Comments

Final Comments

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

Midterm Comments

Final Comments

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.
Physical Therapist Assistant Program
Student Evaluation of Clinical Instructor and Clinical Experience

Clinical Facility: ____________________________________________

Dates of Rotation: __________________________________________

Directions: This survey provides you an opportunity to express yourself **anonymously** about this clinical experience and clinical instructor. Your honest, objective evaluation is invited. These evaluations will help to isolate comparative strengths and weaknesses of this clinical experience. Items should be completed by circling one of the answers to the left of each question, according to the following scale:

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree 0 = Not Applicable

**My clinical instructor:**

4 3 2 1 0 1. clearly defined expectations for this experience.
4 3 2 1 0 2. gave objective and timely feedback regarding my clinical performance.
4 3 2 1 0 3. was available to help and answer questions.
4 3 2 1 0 4. explained new or unfamiliar procedures.
4 3 2 1 0 5. demonstrated skills, attitudes, and values that promoted awareness of professional responsibilities.
4 3 2 1 0 6. recognized individual learning needs and was supportive.
4 3 2 1 0 7. provided for open exchanges of ideas and opinions (for group and individuals).
4 3 2 1 0 8. encouraged problem solving, and I felt challenged and motivated to learn.
4 3 2 1 0 9. encouraged me to speak with the supervising physical therapist.

**My clinical experience:**

4 3 2 1 0 10. varied and allowed new learning.
4 3 2 1 0 11. helped me to apply classroom theory.
4 3 2 1 0 12. was appropriate for my level of learning.
4 3 2 1 0 13. This clinical facility provided good learning experiences.
4 3 2 1 0 14. The staff was helpful and interested in student learning.
4 3 2 1 0 15. I would recommend this rotation to other students.

Please answer the following questions on the back of this form.

1. List three ways in which your clinical instructor was most effective.
2. How might your clinical instructor improve clinical teaching?
3. What did you like most about this clinical experience and facility?
4. What did you like least about this clinical experience and facility?
1. Do you, as the clinical instructor (CI), have at least 1 year of clinical experience? □ Yes □ No □ Developing

2. Do you demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching? □ Yes □ No □ Developing

3. Do you, as the CI, demonstrate competence as a physical therapist or a physical therapist assistant by:
   a) Utilizing the patient/client management model in the *Guide to Physical Therapist Practice* to demonstrate a systematic approach to patient care? □ Yes □ No □ Developing
   b) Using clinical reasoning and evidence-based practice in the delivery of health services? □ Yes □ No □ Developing
   c) Providing rationale for the patient/client?
      • Examination, evaluation, diagnosis, prognosis, interventions, outcomes, and reexaminations (PT) □ Yes □ No □ Developing
      • Interventions (including data collection and outcomes associated with those interventions) as directed and supervised by the PT and within the plan of care (PTA) □ Yes □ No □ Developing
   d) Demonstrating effective time-management skills? □ Yes □ No □ Developing

4. Do you, as the CI, adhere to legal practice standards?
   a) By holding a current license/registration/certification as required by the physical therapy practice act in the state in which you practice? □ Yes □ No □ Developing
   b) By providing physical therapy services that are consistent with your state practice act and interpretive rules and regulations? □ Yes □ No □ Developing
c) By providing physical therapy services that are consistent with state and federal legislation, including, but not limited to:

- Equal opportunity and affirmative action policies
- Americans With Disabilities Act (ADA)

5. Do you, as the CI, demonstrate ethical behavior, as outlined by the clinical education site policy and the APTA Code of Ethics and Guide for Professional Conduct?

6. Do you, as the CI, consistently demonstrate the APTA Core Values (http://www.apta.org/documents/public/education/professionalism.pdf) of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility?

COMMENTS/PLAN:
2.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS.

1. Do you, as the CI, use verbal, nonverbal, and written communication skills and information technology to clearly express yourself to students to:

   a) Define performance expectations for students? □ Yes □ No □ Developing

   b) Collaborate to develop mutually agreed-on goals and objectives for the clinical education experience? □ Yes □ No □ Developing

   c) Provide feedback? □ Yes □ No □ Developing

   d) Demonstrate skill in active listening? □ Yes □ No □ Developing

2. Do you, as the CI, facilitate communication by:

   a) Encouraging dialogue with students? □ Yes □ No □ Developing

   b) Providing time and a place for ongoing dialogue to occur? □ Yes □ No □ Developing

   c) Initiating communication that may be difficult or confrontational around an issue of concern? □ Yes □ No □ Developing

   d) Remaining open to and encouraging feedback from students, clinical educators, and other colleagues? □ Yes □ No □ Developing

COMMENTS/PLAN:
3.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS.

1. Do you, as the CI, form a collegial relationship with students? □ Yes □ No □ Developing

2. Do you model behaviors and conduct and instructional and supervisory skills that are expected of the PT or PTA? □ Yes □ No □ Developing

3. Do you demonstrate an understanding of the impact of your behavior and conduct as a role model for students? □ Yes □ No □ Developing

4. Do you promote the student as a colleague to others? □ Yes □ No □ Developing

5. Do you demonstrate respect for and sensitivity to individual differences? □ Yes □ No □ Developing

6. Are you willing to share your strengths and weaknesses with students? □ Yes □ No □ Developing

7. Do you, as the CI, remain approachable by assessing and responding to student concerns with empathy, support, or interpretation, as appropriate? □ Yes □ No □ Developing

8. Do you, as the CI, interact appropriately with patients, colleagues, and other health professionals to achieve identified goals? □ Yes □ No □ Developing

9. Do you represent the physical therapy profession positively by assuming responsibility for career and self-development and demonstrate this responsibility to the student by participation in activities, such as:
   
   a) Continuing education courses? □ Yes □ No □ Developing

   b) Journal club? □ Yes □ No □ Developing

   c) Case conferences? □ Yes □ No □ Developing

   d) Case studies? □ Yes □ No □ Developing

   e) Literature review? □ Yes □ No □ Developing

   f) Facility sponsored courses? □ Yes □ No □ Developing

   g) Post-entry-level education? □ Yes □ No □ Developing
h) Area consortia programs?  □ Yes  □ No  □ Developing

i) Membership and active involvement in the profession (e.g., America Physical Therapy Association)  □ Yes  □ No  □ Developing

COMMENTS/PLAN:
### 4.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

1. Do you, as the CI, implement, facilitate, and evaluate learning experiences for students based on a plan created in collaboration with students?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

2. Do you, as the CI, review the student’s academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

3. Do you include learning experiences in the patient/client management model (eg, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes for the PT student; directed interventions with the plan of care for the PTA student) and practice management activities (eg, billing, staff meetings, marketing)?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

4. Do you, as the CI, maximize learning opportunities by using planned and unplanned experiences within the entire clinical environment?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

5. Do you, as the CI, integrate knowledge of various learning styles to implement strategies that accommodate students’ needs?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

6. Do you, as the CI, sequence learning experiences to allow progression towards the student’s personal and educational goals?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

7. Do you, as the CI, monitor and modify learning experiences in a timely manner, based on the quality of the student’s performance?  
   - [ ] Yes  
   - [ ] No  
   - [ ] Developing

**COMMENTS/PLAN:**

---

49
### 5.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

1. Do you, as the CI, present clear performance expectations to students at the beginning of and throughout the learning experience?  
   - Yes  No  Developing
2. Are goals and objectives mutually agreed on by you and students?  
   - Yes  No  Developing
3. Do you, as the CI, provide both formal and informal feedback?  
   - Yes  No  Developing
4. To provide student feedback, do you collect information through:  
   - Direct observation and discussions with students?  
     - Yes  No  Developing
   - Review of the students' patient/client documentation?  
     - Yes  No  Developing
   - Available observations made by others?  
     - Yes  No  Developing
   - Students' self-assessments?  
     - Yes  No  Developing
5. Do you, as the CI, provide feedback to students that is:  
   - Frequent?  
     - Yes  No  Developing
   - Positive?  
     - Yes  No  Developing
   - Constructive?  
     - Yes  No  Developing
   - Timely?  
     - Yes  No  Developing
6. Do you, as the CI, review and analyze feedback regularly and adjust learning experiences accordingly?  
   - Yes  No  Developing
7. Do you, as the CI, perform constructive (interim) and cumulative (final) evaluations of the students' performance by:  
   - Participating with the student in ongoing constructive evaluations?  
     - Yes  No  Developing
   - Providing cumulative evaluations at least at midterm and at the completion of the clinical education experience?  
     - Yes  No  Developing
   - Including student self-assessments?  
     - Yes  No  Developing
6.0 THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS.

1. Do you, as the CI, familiarize yourself with the students’ evaluation instrument(s) prior to the clinical education experience? □ Yes □ No □ Developing

2. Do you, as the CI, use and articulate available information and observations when evaluating students’ knowledge, skills, and behavior as related to specific performance criteria? □ Yes □ No □ Developing

3. Do you, as the CI, recognize and document students’ progress by identifying areas of:
   a) Entry-level competence? □ Yes □ No □ Developing
   b) Exceptional performance? □ Yes □ No □ Developing
   c) Unsafe or ineffective performance? □ Yes □ No □ Developing
   d) Appropriate progression? □ Yes □ No □ Developing

4. In collaboration with the CCCE and ACCE/DCE, do you plan activities that continue to challenge student performance based on areas of:
   a) Exceptional performance? □ Yes □ No □ Developing
   b) Appropriate progression? □ Yes □ No □ Developing
   c) Specific deficits? □ Yes □ No □ Developing

5. Do you, as the CI, demonstrate awareness of the relationship between the academic program and clinical education site as it relates to:
   a) Student performance evaluations? □ Yes □ No □ Developing
   b) Grading? □ Yes □ No □ Developing
   c) Remedial activities? □ Yes □ No □ Developing
   d) Due process in the case of student failure? □ Yes □ No □ Developing

6. Do you, as the CI, demonstrate a constructive approach to student performance evaluation that is:
   a) Educational? □ Yes □ No □ Developing
   b) Objective? □ Yes □ No □ Developing
   c) Reflective? □ Yes □ No □ Developing
7. Do you foster student evaluation of the clinical education experience, including:

a) Learning opportunities?
   □ Yes  □ No  □ Developing

b) CI performance?
   □ Yes  □ No  □ Developing

c) CCCE performance?
   □ Yes  □ No  □ Developing

d) The evaluation process?
   □ Yes  □ No  □ Developing

COMMENTS/PLAN:
PTA CPI Web Instructions for a CI

Login to PTA CPI Web at https://cpi2.amsapps.com

1. Your username is your email address provided to the school you are working with.
2. If you have previously created a password in PTA CPI Web or PT CPI Web, please use that password to login. If you do not have a password or forgot your password, please follow these steps to create your password:
   i. Go to the CPI Web address (https://cpi2.amsapps.com).
   ii. Click on the link “I forgot or do not have a password”.
   iii. Enter your User Name in the box provided.
   iv. Click on the Continue button.
   v. Check your email account inbox for further instructions on how to set/update your password.

   PLEASE NOTE: Make sure to close out of any internet browsers containing CPI Web prior to accessing the link in your email as this may result in an error when trying to set/reset your password. The link to change/create your password that is included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours, you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on the 'I forgot or do not have a password' link located on the login page for CPI Web to receive a new password reset link.

Update Information – This needs to be done at least once per year (If your information is up-to-date, please go to Editing the CPI)

1. Click on the ‘My Info’ tab to update your information. You must update the APTA Data Release Statements found in the Data Authorization section. Also, please make sure that your credentials and certifications are accurately listed.
2. When you are finished editing, hit the ‘Update’ button.

Verify APTA PTA Training – This can only be done if you are assigned to evaluate a student on an Open evaluation (If you’ve previously done this, please go to Editing the CPI)

1. Click on your student’s name in the ‘My Evaluations’ section on your home page or click on the Edit link found in the Actions column in the Evaluations tab.
2. You are prompted to verify if you have completed the APTA PTA CPI Training. If you have completed the training, please click the ‘I have completed the APTA PTA CPI online training and assessment.’ button.
   a. If you have not completed the training, please follow the directions on the page to take the APTA PTA CPI Training.
   b. If the email address you took the training with is different than your username, you will be prompted to enter the email address registered with APTA.
   c. If you are having issues verifying you’ve completed the training, please contact PTA CPI Web Support at ptcpiwebsupport@liaison-intl.com. Please provide your name, email address used to take the training, and the date you completed the training so that we can manually verify your training completion.
**Editing the CPI**

1. Once you have verified you have completed the APTA PTA CPI Training, you will see all 14 sections of the CPI.
   
   a. You can edit one criterion at a time by clicking on the ‘Edit Now’ link on the right.
   
   b. You can edit all criteria at the same time by clicking on the ‘Edit All’ column header link.

2. Click on ‘View Essential Skills’, ‘View Introduction’, and ‘View Instructions’ to view the details of how to fill out the CPI.

3. Mouse over any underlined word to view an APTA glossary definition. This is available for the Performance Dimensions and the Anchor Points on the APTA Rating scale.

4. Add comments to the comment box and select the rating for the student on the slider scale. For the Interventions, please make sure to select whether a skill was Performed, Observed, or Not Available.

5. When you are done editing a section, click on the ‘Section Sign Off’ checkbox and hit the ‘Save’ button. Hitting Save will save the work edited on all criteria. Be sure to save your work!!

**Signing off on the CPI**

1. Once all sections are marked as ‘Completed’, please sign-off on your CPI. In order to sign-off, you would need to click on the Evaluations tab and then on the ‘Sign-off’ link found in the Actions column. Once this has been done, you would need to scroll to the bottom of the page, select the checkbox associated with the signature, and then click on the ‘Save’ button.

2. **Once you sign off on your CPI, you are unable to make any further edits!** Your student will be able to view your CPI only if they have also signed off on their own CPI.

**Viewing your CPI with your Student and Signing-Off on your student’s CPI**

1. Click on the Evaluations tab.

2. Click on ‘View’ link in the Actions column.

3. Use the filters to see the comments from both the student and the CI at the same time.

4. In the Evaluations tab, you will also see a link to ‘Sign-off’ on your student’s CPI indicating you’ve discussed the performance with your student. Please follow the Sign-off procedures listed in the previous section to complete the sign-off on your student’s CPI.

**Additional Features/Tips:**

**Creating a Critical Incident Report using CPI Web (only to be used as needed)**

1. To create a Critical Incident Report, click the link that says ‘[Critical Incident]’.

2. Record the details of the incident clearly and concisely without reflecting any biases into the Behavior, Antecedent, Consequence, and Comments text boxes.

3. Once you are finished recording the incident, click on the ‘Submit Critical Incident’ button. When a Critical Incident report is properly submitted, the following text will appear on the screen in bold green lettering, ‘You have successfully filed a Critical Incident Report.’ If you do not see this text displayed on the screen, please click on the ‘Submit Critical Incident’ button again.

4. Once submitted, a Critical Incident Report notification will be emailed to the CCCE, ACCE and student.

5. Any completed Critical Incident Reports can be found in the Critical Incidents tab where it can be viewed and additional comments can be entered.
Submitting a Significant Concern - This MUST be accompanied by a Critical Incident Report using CPI Web

1. Select the Significant Concern checkbox.
2. A pop-up box will appear with the following text. ‘You have indicated a Significant Concern for this criterion. A Significant Concern must be accompanied with a Critical Incident report. Click "OK" to document and submit a Critical Incident report. Click "Cancel" to uncheck the Significant Concern for this criterion.’
3. If you click on the ‘OK’ button, the Critical Incident Report text boxes will automatically appear. Please follow the steps listed above to create and submit the Critical Incident Report. PLEASE NOTE: If the Critical Incident Report is not submitted, the Significant Concern will not be submitted. Once a Significant Concern and accompanying Critical Incident Report are submitted, these CANNOT be reversed!
4. If you click on the ‘Cancel’ button, the Significant Concern will not be submitted.

Adding Post-Assessment Comments to the CPI:

1. Once you sign-off on the CPI, you cannot go back in to make further edits. After your meeting and review with the student, if you needed to enter in additional comments about the CPI, you would be able to add post-assessment comments to the CPI by clicking on the ‘View’ link in the Evaluations tab and then adding in the comments in the appropriate box near the bottom of the page. Post-assessments can only be made by the CI or student once they have signed-off on their own evaluation as well as signed-off on each other’s evaluations.

Here are some things to note when there are multiple CIs assigned to evaluate one student in CPI Web:

1. Only one CPI is created. All of the CIs would work on the CI portion of the CPI and the student would work on one self evaluation.
2. Each CI would have a separate comment box for all of the criteria. They would be able to see what the other CI had written, but they are unable to edit the other CI’s comments.
3. There is only one rating scale for each criterion for the CIs. This is a shared scale amongst the CIs listed on the evaluation meaning that one CI can edit the rating that was selected by the other CI.
4. The minimum requirements to mark the section sign-off box for each criterion are that at least one CI comment box must be completed for the criterion and there must be a rating selected for the criterion. For example, if one CI commented on the CPI and the other CI agreed with what the other CI had written, the other CI wouldn’t be required to enter in any comments on the CPI.
5. Once all of the section sign-offs have been checked and the evaluation is listed as Completed, either CI would be able to Sign-off that the evaluation is completed by clicking on the Sign-off link found in the Actions column in the Evaluations tab.

PLEASE NOTE: Once the evaluation part has been signed-off on, it will lock out any other CIs from being able to edit that evaluation part.

If you have any questions, comments or run into any issues using PTA CPI Web, please contact Support at ptcpiwebsupport@liaison-intl.com.
APTA CSIF Web Instructions for a CCCE

Login to APTA CSIF Web at https://csifweb.amsapps.com

1. Your username is your email address provided to the school you are working with.

2. If you have previously created a password in PTA CPI Web or PT CPI Web, please use that case-sensitive password to login to CSIF Web. If you do not have a password or forgot your password, please follow these steps to create your password:
   i. Go to the CSIF Web address (https://csifweb.amsapps.com).
   ii. Click on the link “I forgot or do not have a password”.
   iii. Enter your User Name in the box provided.
   iv. Click on the Continue button.
   v. Check your email account inbox for further instructions on how to set/update your password.

PLEASE NOTE: The password creation/reset process actually occurs in CPI Web. Make sure to close out of any internet browsers containing CSIF Web prior to accessing the link in your email as this may result in an error when trying to set/reset your password. The link to change/create your password that is included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours, you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on the 'I forgot or do not have a password' link located on the login page for CSIF Web to receive a new password reset link.

3. Once you create and confirm your password, you’ll be re-directed to the CPI Web login page. Please close the CPI Web login screen and go to the CSIF Web login address at https://csifweb.amsapps.com and use your username and case-sensitive password to login.

4. If you do not recall your username and password, please contact CSIF Web Support at: csifwebsupport@liaison-intl.com

Completing your CSIF:

1. Click on the ‘2015 CSIF Web Surveys’ tab on your home page. It is located near the top of the screen.

2. You will then be connected to the ‘Current Site Surveys’ page. Select your clinical site from the drop-down menu.
   a. Once you click on your clinical site, the name of your site will be displayed. You will see the statement: ‘There is no currently active survey for (the name of your specific site). Who do you wish to work on this survey?’ All CCCEs that are registered in CPI Web will have access to edit the CSIF. If you would like to designate one or more of your CIs to have access to fill out the CSIF, please check the box next to their name and click on the ‘Update Reporters’ button.

   PLEASE NOTE: If you do not see your particular clinical site in the drop-down menu, please contact CSIF Web Support at: csifwebsupport@liaison-intl.com

3. Click on ‘Start New Site Survey’ button to begin completing the CSIF.

4. You will see a screen with an overview of all the topic categories and their associated sections. Click on one of the red topic names to access the sections that need to be completed or edited.

5. On the last column on the right, click on ‘Edit Now’ to enter or revise information associated with a particular section.
6. To complete the CSIF, you will need to type information into the appropriate fields, and select check boxes, radio buttons/circles and options from a drop-down menu.

7. When you are finished editing a particular Section, look for the ‘Section Sign Off’ message. Click the box that says: ‘This section has been completed.’

   **PLEASE NOTE:** If you do not click on the ‘This section has been completed’ box for each section, those sections will be considered still ‘In Progress.’

8. When you are finished editing a section, you must click on the ‘Save’ button to keep your work for that section.

9. Once you click on the ‘Save’ button for a specific section, all of your work will be saved and the red ‘X’ for that section will change to a green ‘check mark ✓.’ The Last Update column will show the Date and Time that the information was last updated.

10. Click on another topic tab on the top of the page to continue completing the CSIF or log out if you are finished.

11. If you oversee multiple clinical facilities, you may utilize the ‘Copy Existing Site Survey’ feature.
   a. After you have completed your first CSIF, click on the drop-down box where it says: ‘Select a Site.’
   b. Select a new site whose CSIF you wish to complete from the drop-down box.
   c. You will see 2 buttons at the bottom of the page for the new site you selected. ‘Start New Site Survey’ and ‘Copy Existing Site Survey.’
   d. Click on the ‘Copy Existing Site Survey’ button.
   e. You will be connected to a Clone Site Survey page.
   f. The page will say: ‘Create CSIF for (the site that you selected) as a copy of the CSIF for:’ (a list of all your CSIFs that have been started/completed will be displayed)
   g. Select the radio button/circle of the site that you wish to copy your CSIF information from.
   h. Click on ‘Copy Site Survey.’
   i. The information from your original completed CSIF will copy over into the blank CSIF.

   **PLEASE NOTE:** The information from the ‘Information about the Clinical Teaching Faculty’ and ‘Clinical Instructor Information’ sections WILL NOT COPY OVER. You will need to enter in this information manually.

   j. Click on each of the section links and make any necessary updates.
   k. Be sure to check off the Section Sign-Off boxes for each section.
   l. Click on the ‘Save’ button.

12. To download, save, or print out a copy of your completed CSIF, please follow the below instructions:
   a. Log into CPI Web (https://cpi2.amsapps.com/) using your same username and password for CSIF Web.
   b. After you have logged into CPI Web, click on the ‘Sites’ tab on your home page.
   c. On the ‘Sites’ tab, you will see the name of your site and your 100% complete CSIF.
   d. Click on the ‘[Export to PDF]’ icon.
   e. Click on the ‘Proceed to Downloads Page’ link. (Please be advised that it could take anywhere from a few seconds or longer to generate your CSIF depending on how much information is contained in your document.) In the event that your CSIF takes a bit longer than expected to
generate, please click on the ‘Refresh’ button in your Internet browser. Your CSIF should then show up as being ready to download.
f. After your CSIF has been generated, click on the ‘Download’ link. Once your CSIF downloads, it will display in a PDF format on your system.
g. Please ‘Save’ the PDF to your computer. To do this, drag your mouse to the bottom of the page and click on the ‘Disk’ icon. This will prompt a ‘Save As’ box to appear on your screen. Please ‘Save’ your CSIF to an appropriate file on your computer.
h. Although the system is not designed for a print format since this is a web-based design, should you need to ‘Print’ a copy of your CSIF, drag your mouse to the bottom of the page and click on the ‘Printer’ icon. This will prompt a ‘Print’ box to appear on your screen that you can “Print” to the designated printer connected to your computer.

13. If you decide that you would like to complete part of the CSIF at a given time, but want to finish at a later date, make sure that you ‘Save’ all of the information that you entered in and then log out.

PLEASE NOTE: The ‘Exit’ button is located in the upper right hand corner of the screen.

14. To access CSIF Web at a later time to complete your CSIF, use your same username and password from CPI Web.

Verifying Student Changes Made To Your CSIF:
1. You will receive an automated email notification from csifwebsupport@liaison-intl.com informing you that your student has submitted your site’s CSIF and your review/approval verification is required.
2. To complete the verification process, log into CSIF Web. (https://csifweb.amsapps.com/)
3. Once you have reviewed your student’s changes and they are acceptable, you must check off the box that says: ‘This survey has been reviewed’ and click on the ‘Save’ button.

PLEASE NOTE: For the ‘Sign Off’ button to register in CSIF Web, you must click on the ‘Save’ button.

4. The CCCE ‘Sign Off’ is located in the ‘Other Student Information’ section in the ‘Information for Students’ tab.

If you have any questions, comments or run into any issues using APTA CSIF Web, please contact Support at csifwebsupport@liaison-intl.com.
Course Syllabus

PTH 204

Practicum I

1 hour lecture/4 hours clinic

Spring 2017

Instructor:

Timothy Davis
ASA 118A
(618)453-8820
tdavis@siu.edu

Office Hours:   Monday  12:00-2:00pm
               Tuesday  10:00am-12:00
               Wednesday  1:00pm-2:00pm
               Thursday  10:00am-11:00am
Meetings can be scheduled by appointment as well

Class Schedule:  Tuesday  1:00pm-2:00pm
                  Room 64

Course Description:
Physical Therapist Assistant Practicum I. Students will be able to carry out routine physical therapy interventions with select patients. They will be able to demonstrate skill in the application of heat, cold, radiant energy, range of motion therapeutic exercise, activities of daily living, hydrotherapy and massage. Students will also assist in maintaining records and equipment. Course includes clinical experience. Restricted to PTH majors.

Textbook:
Course Objectives:
Upon successful completion of this course each student will be able to:

1. Understand the rationale and effectiveness of physical therapy treatment procedures and is able to carry out the procedures as identified in the plan of care established by the physical therapist and under supervision of a PT or supervising PTA. Demonstrate a more thorough understanding of skills acquired in PTH 107 and PTH 113 as well as developing skills as acquired in concurrent enrollment in PTH 202. These skills include but are not limited to, the following:
   a. prepare patients, treatment areas, and equipment
   b. implement range of motion activities
   c. administer therapeutic heat and cold
   d. perform transfer techniques
   e. perform therapeutic massage
   f. apply and correctly use orthoses and prostheses
   g. perform goniometry measurements
   h. apply external bandages, dressings, and support
   i. administer pulmonary hygiene techniques
   j. utilization of correct body mechanics
   k. assessment of vital signs

2. Apply the appropriate rehabilitative techniques after functional deficits are identified within the plan of care established by the physical therapist within the student’s current level of education.

3. Modify treatment techniques as identified in the plan of care established by the physical therapist:
   a. responds to acute changes in the physiological state
   b. recognizes his/her own strengths and limitations
   c. demonstrates safe, ethical and legal practice
   d. demonstrates knowledge of applicable state and federal laws

4. Demonstrates appropriate and effective written, oral, and nonverbal communication.
   a. assists in maintaining accurate records by documenting patient's treatment with progress/discharge notes.
      1. Identify the purpose of physical therapy documentation.
      2. Identify the difference between subjective, objective, assessment and plan of care of SOAP format.
      3. Demonstrate the ability to obtain pertinent subjective information from patient.
      4. Demonstrate the ability to document objective information thoroughly and accurately.
5. Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

b. teach patients and families to perform selected treatment procedures

c. interact with patients and families in a manner which provides psychosocial support by:
   1. recognizing her/his own reaction to illness and disability
   2. recognizing patient's and family's reactions to disability and illness
   3. respects individual cultural, religious, demographic and socioeconomic differences in people
   4. utilizes appropriate communication processes

d. understands basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations, policies and procedures

e. understand basic concepts related to health care systems, including third party payers, quality care, role of other health care providers, health care facilities, issues, and problems

f. relate to patients and colleagues in a professional manner

g. develop a cooperative spirit with other members of the department

h. demonstrates effective written, oral, and nonverbal communications with health care providers and the public.

5. Communicates on a timely basis with supervising physical therapists about the patient's status. The students are prepared to be integral members of the health care team and to participate in the health care delivery system. As such, they convey their knowledge and skills through patient care and education.

6. Recognizes any changes in the patient’s status and reports those changes to the supervising clinical instructor.

7. Identify characteristics of major pathological conditions associated with physical therapy treatments.

8. Understands the role and importance of standardized tests/assessments in physical therapy practice.

9. Understand the difference in learning styles and how they relate to patient education and interaction.

10. Discuss specialty practice in the field of physical therapy.

11. Discuss and practice common ethical, practical, and legal aspects regarding the role and function of a physical therapist assistant.

12. Participates in continued development of knowledge and skills.

13. Demonstrates safe practice in relation to bloodborne pathogens as required by OSHA (hazard communication, exposure control, risk exposure determinations, use of protective equipment, reporting exposure incidents, and immunization).

14. Recognize the importance of facility policies and procedures and their role in responding to emergency situations.
15. Demonstrate appropriate behavior and conduct as a PTA, including commitment to meeting the needs of patients/consumers; awareness of social responsibility and advocacy; and conduct him/herself reflecting legal, ethical, social and professional standards.

16. Exhibits conduct that is legal, ethical and safe that reflects a commitment to those receiving health care services & those members of the PT profession

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Patient interaction/Clinical Behavior</td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Learning models in healthcare</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>Case study/Documentation</td>
<td></td>
</tr>
<tr>
<td>Feb 7</td>
<td>Documentation/clinical experience</td>
<td></td>
</tr>
<tr>
<td>Feb 14</td>
<td>Documentation review/patient conditions</td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>Group case study</td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td>TBA/case study review</td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>Case study</td>
<td>Case Study</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Discussion of presentation</td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td>Systems review</td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Apr 11</td>
<td>Presentations/clinical experience</td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td>Presentations/clinical experience</td>
<td></td>
</tr>
<tr>
<td>Apr 25</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Finals Week</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Grading:**
Clinical Performance 200 points (CPI Assessment)
Case Study 50 points
Presentation 50 points
SOAP Notes 5 points each (10 SOAP notes) – 1/week
Final 50 points
Student Resource Survey (mandatory completion)
Midterm CPI Assessment (mandatory completion)

CPI Benchmarks for Clinical Evaluation
A – All skills at minimum of Beginner with >50% at Advanced Beginner
B – All skills at minimum of Beginner with ≤50% at Advanced Beginner
C – All skills at minimum of Beginner
A minimum grade of C is required to pass PTH 204

The class **CANNOT** be passed without a passing grade in the clinical evaluation. The points can be achieved, however the clinical experience is the primary objective of the course. Whatever you receive in clinical will be the highest grade you can receive in the class.
Presentation dates will be set for April. Case study must be complete at by the date set. It will be approximately from early to middle of the month.

Each week the content will vary. We will cover areas such as documentation, patient interaction, learning styles, healthcare systems, and areas that pertain to the practice of physical therapy.

During finals weeks the Assessment Tool will be given.

Guest speakers will be asked to address topics relevant to the practice of physical therapy.

**Final Exam is scheduled for Thursday May 11th at 12:30pm-2:30pm.**
COURSE SYLLABUS
PRACTICUM II
PTH 234

3 credit hours / 1 contact hour lecture/7 clinic hours

INSTRUCTOR:
Julie Davis, PT
CASA 114B
618-453-3618
jfrman@siu.edu

OFFICE HOURS:
Mon 2:00 pm-4:00 pm
Wed 12:00 pm-2:00 pm
Thurs 1:00 pm-3:00 pm
or by appointment

CLASS SCHEDULE:
Lecture – ASA room 064
Wednesday 11:00 am–11:50 am
Clinic hours to be assigned

TEXTBOOK:
& Bartlett Learning: Burlington, MA.

PREREQUISITES: PTH 107, 123A, 203, 204, 210A, 212A, 233A with a minimum
grade of C; PTH 123B, 210B, 212B, 233B with a pass.

PREREQUISITE TO: PTH 321A, B, 322

COURSE CATALOG DESCRIPTION:
Students will be able to perform the skills acquired in Practicum I as well as more
complex interventions with selected patients. They will demonstrate skills in therapeutic
exercise, application of physical agents, and record keeping. Course includes clinical
experience. $35 fee for online examination.
COURSE OBJECTIVES:
Upon successful completion of this course each student will be able to:

1. Understand the rationale and effectiveness of physical therapy treatment procedures and is able to carry out the procedures as identified in the plan of care established by the physical therapist and under supervision of a PT or supervising PTA. Demonstrate a more thorough understanding of skills acquired in PTH 204 as well as more complex physical therapy procedures with selected patients which includes but is not limited to, the following:
   a. prepare patients, treatment areas, and equipment
   b. implement therapeutic exercise, gait training techniques and balance activities
   c. administer therapeutic heat and cold
   d. perform transfer techniques
   e. administer therapeutic electrical stimulation
   f. apply traction
   g. perform goniometry measurements
   h. perform manual muscle tests
   i. measure length, girth, height, weight
   j. perform intermittent venous compression
   k. administer pulmonary hygiene techniques
   l. apply external bandages, dressings, and support
   m. understand biofeedback
   n. apply and correctly use orthoses and prostheses
   o. perform therapeutic massage
   p. assess patient mental functions as necessary for their intervention

2. Modify treatment techniques as identified in the plan of care established by the physical therapist:
   a. responds to acute changes in the physiological state
   b. recognizes his/her own strengths and limitations
   c. demonstrates safe, ethical and legal practice
   d. demonstrates knowledge of applicable state and federal laws

3. Demonstrates appropriate and effective written, oral, and nonverbal communication.
   a. assists in maintaining accurate records by documenting patient's treatment with progress notes
   b. teach patients and families to perform selected treatment procedures
   c. interact with patients and families in a manner which provides psychosocial support by:
      1. recognizing her/his own reaction to illness and disability
      2. recognizing patient's and family's reactions to disability and illness
      3. respects individual cultural, religious, demographic and socioeconomic differences in people
      4. utilizes appropriate communication processes
   d. understands basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations, policies and procedures
   e. understand basic concepts related to health care systems, including third party payers, quality care, role of other health care providers, health care facilities, issues, and problems
   f. relate to patients and colleagues in a professional manner
   g. develop a cooperative spirit with other members of the department
   h. is able to review and report on current professional literature
demonstrates effective written, oral, and nonverbal communications with health care providers and the public.

4. Correctly describe and apply the appropriate therapeutic exercise when neuromuscular and musculoskeletal dysfunctions are established as identified in the plan of care established by the physical therapist.

5. Assess a patient's progress toward accomplishing long term goals and short term goals outlined in the plan of care during on-going physical therapy treatments.

6. Apply the appropriate rehabilitative techniques after functional deficits are identified within the plan of care established by the physical therapist.

7. Identify characteristics of major pathological conditions associated with physical therapy treatments.

8. Describe the effects of physical agents (including indications, contraindications, and physiological effects) and is able to safely implement the procedure under appropriate supervision.

9. Implement, under appropriate supervision and within the plan of care established by the physical therapist, developmental activities.

10. Discuss and practice common ethical, practical, and legal aspects regarding the role and function of a physical therapist assistant.

11. Participates in continued development of knowledge and skills.


13. Understand ethics as it applies to health care situations and physical therapy.

14. Is able to participate in the training of activities of daily living and functional training.

15. Communicates on a timely basis with supervising physical therapists about the patient's status.

16. Demonstrates safe practice in relation to blood borne pathogens as required by OSHA (hazard communication, exposure control, risk exposure determinations, use of protective equipment, reporting exposure incidents, and immunization).

17. Demonstrate an understanding of performance improvement and healthcare safety by participating in quality assurance and risk management.

18. Identifies career development and lifelong learning opportunities.

19. Is able to recognize barriers to function within the home, community, and work environment.

20. Demonstrates a basic ability to locate, read and critically assess current research articles.

21. Demonstrate an awareness of social responsibility, citizenship and advocacy.
22. Apply the International Classification of Functioning, Disability and Health (ICF) in patient documentation to describe a patient's impairments, activities, and participation limitations, and relating treatment of impairments to functional improvement.

23. Participates in patient centered interprofessional collaborative care.

OUTLINE OF TOPICS OF LECTURE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Documentation</td>
</tr>
<tr>
<td>3</td>
<td>Ethics/Professionalism/Value Based Behaviors</td>
</tr>
<tr>
<td>4</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>5</td>
<td>Wheelchairs</td>
</tr>
<tr>
<td>6</td>
<td>Medicare/Medicaid/Third-Party Payers</td>
</tr>
<tr>
<td>7</td>
<td>Research</td>
</tr>
<tr>
<td>8</td>
<td>TBA</td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>TBA</td>
</tr>
<tr>
<td>11</td>
<td>Architectural Barriers/Home Assessment</td>
</tr>
<tr>
<td>12</td>
<td>Aquatics</td>
</tr>
<tr>
<td>13</td>
<td>Standardized Tests</td>
</tr>
<tr>
<td>14</td>
<td>Cover Letter/Resume Writing</td>
</tr>
<tr>
<td>15</td>
<td>Internship Prep</td>
</tr>
<tr>
<td>16</td>
<td>Competency Exam Prep</td>
</tr>
<tr>
<td>17</td>
<td>Competency Exam</td>
</tr>
</tbody>
</table>

DATES ARE SUBJECT TO REVISION

Friday, May 13, 10:15-12:15 pm
IMPORTANT DATES AND REMINDERS:

January 23, 2017  Clinic hours begin
March 7 – 10, 2017  Self-Midterm due on CPI Web. Notify your CI that their midterm is due in 2 weeks. Also, remind them SPRING BREAK is next week.
March 8, 2017  Reading Research Assignment Due
March 13-17, 2017  SPRING BREAK. No clinic hours
March 20-24, 2017  Clinical Instructor Midterm due on CPI Web
March 22, 2017  Take Home Midterm due
March 29, 2017  Quality Assurance Assignment due
April 5, 2017  Architectural Barriers Assignment due
April 5, 2017  Internship Letters due
April 9, 2017  Case Study Due
April 24-28, 2017  Self-Final due on CPI web
April 26, 2017  Resume and Cover Letter due
April 26, 2017  Final day to turn in SOAP Notes
May 1-5, 2017  Final evaluation from clinical instructor due on CPI Web, NOTIFY in advance! LAST WEEK IN CLINIC
May 10, 2017  Competency Exam
May 12, 2017  Last day to turn in Patient Satisfaction Survey and Student Evaluation of Clinical Site and Clinical Instructor
DESCRIPTION OF TEACHING METHODS AND LEARNING EXPERIENCES:

This course is taught in a lecture format. Students may be provided reading assignments for each lecture topic. Lectures may utilize power point presentation. Additional information may be available to students via Desire2Learn. In addition to lectures, each student is required to participate in 6 clinical hours per week at a location agreed upon by the student and instructor.

STUDENT EVALUATION:
The course grade is comprised of the following components: clinic evaluation, case study, take home examination, assignments, and documentation.

<table>
<thead>
<tr>
<th>Component</th>
<th>TOTAL POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>(Minimum of Intermediate level required on all skills on CPI to pass course)</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>10 Patient Documentation Notes</td>
<td>100</td>
</tr>
<tr>
<td>Quality Assurance Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Resume</td>
<td>25</td>
</tr>
<tr>
<td>Architectural Barriers Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Research Article</td>
<td>25</td>
</tr>
<tr>
<td>Competency Exam</td>
<td>Mandatory Pass</td>
</tr>
<tr>
<td>Letter of Introduction to summer</td>
<td>Mandatory Satisfactory</td>
</tr>
<tr>
<td>Internship sites</td>
<td>Completion</td>
</tr>
<tr>
<td>CPR Certification Card</td>
<td>Mandatory Satisfactory</td>
</tr>
<tr>
<td>Background Check</td>
<td>Completion</td>
</tr>
<tr>
<td>Complete Immunization Record</td>
<td>Mandatory Satisfactory</td>
</tr>
<tr>
<td>Completion of self-midterm and final</td>
<td>Completion</td>
</tr>
<tr>
<td>Evaluations on CPI web</td>
<td></td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Mandatory Completion</td>
</tr>
<tr>
<td>Patient Satisfaction Surveys (2)</td>
<td>Mandatory Completion</td>
</tr>
<tr>
<td>Student Evaluation of Clinical Experience and Clinical Instructor</td>
<td>Mandatory Satisfactory</td>
</tr>
<tr>
<td>Completion of Student Resource Survey</td>
<td>Mandatory Satisfactory</td>
</tr>
</tbody>
</table>

450 – 405 = A
404 – 360 = B
359 – 315 = C
314 – 270 = D
269 & below = F

*Program faculty, central administration, and/or advisory committee members may review written evaluations and reference materials before final grade is assigned.

NOTE: A grade of C or above is required for the Physical Therapist Assistant Program.
**Clinical Experience**
Each student will spend a total of 7 hours per week in a physical therapy setting. The hours may be arranged at any of the clinical sites having a current contract to accept SIU PTA students. If a student is assigned to any specific facility for an internship, he/she may not be assigned practicum hours at the same facility unless prior consent is obtained from the ACCE.

Evaluations will be based on the student's attitude, initiative, responsibility, rapport, professionalism, as well as skill and safety in applying techniques. These evaluations will be given verbally and written at midterm and final. Additional feedback will be provided as needed. **It is important that the student reminds the clinical instructor that evaluations dates are coming up one week in advance. It is professionally courteous to allow them time to prepare the evaluation.**

Both student self-evaluations and clinical instructor evaluations will be completed via CPI Web. The following scale will be utilized when calculating a numerical grade from the CPI ratings:

- **C** – Minimum of Intermediate level on all skills (79 points)
- **B** – Minimum of Intermediate level on all skills with at least 1 skill but ≤ 50% Advanced Intermediate level (89 points)
- **A** – Minimum of Intermediate level on all skills with >50% Advanced Intermediate level (100 points)

In the instance of an UNAVOIDABLE absence from clinic hours, students are required to contact BOTH their clinical instructor AND course instructor as soon as possible PRIOR to the absence. Students will be required to make up all clinic hours that are missed or cancelled by the student. Because clinical attendance and reliability is such an important aspect of professionalism, repetitively missing clinical hours will be reflected in the student’s grade as follows:

- Missing hours 7-12 – 10% reduction of final course grade
- Missing hours 13-18 – 20% reduction of final course grade
- Missing hours 19-24 – 30% reduction of final course grade

The PTA’s program on cancellations due to weather is stated in the student handbook.

**Background Check, Immunization Records, CPR Certification**
Each student is required to complete a background check and show evidence of current immunization record and CPR certification, and turn in a hard copy of the results to the instructor. Some facilities may require additional documentation such as a flu vaccine and/or drug screen. Each student will be expected to comply with the requirements of the facility they are placed. **You will no be permitted to begin clinic hours until all required information is turned in to the course instructor.**

**Architectural Barriers**
Students will be assigned the room of a home to assess for accessibility. They will report current dimensions and barriers and make modification recommendations as if performing a home assessment. Five points will be deducted for each day the assignment is turned in late.
Research Article
Students will be assigned a topic for research. Students will be provided 2 peer-reviewed articles. They will critically read the article and report on the aspects of the article as discussed in class. Five points will be deducted for each day the assignment is turned in late.

Letter of Introduction to Summer Internship
Each student will compose a letter of introduction to each of their summer internship sites. The letter will be turned in to the course instructor for review prior to mailing to their summer clinical instructors.

Case Studies
Subjects from case studies should be selected ASAP when beginning clinic hours.

Please correct all typos. I will assume any typos are spelling errors and points will be deducted accordingly. Please, no folders. Just place a staple in the upper left hand corner. Type double-spaced. Five points will be deducted for each day the case study is turned in beyond the due date.

Quality Assurance
Students will complete a quality assurance homework assignment. Students will inquire in their clinic setting about quality assurance utilized by that particular setting. They will write a 1 page summary of the techniques used providing copies of any forms if available. Five points will be deducted for each day the assignment is turned in late.

Resume
Following the lecture on writing cover letters and resumes, students should prepare a cover letter and resume for feedback. This should be considered an opportunity to receive suggestions for improving/correcting your resume. Five points will be deducted for each day the assignment is turned in late.

Patient Documentation
Ten (10) patient documentation notes are required for the semester. Evidence of note will be turned in each class period beginning FEBRUARY 8, 2017. Notes may be turned in early, but no more than 2 notes will be accepted per week. A fully developed first and final SOAP note (#1 and #10) MUST be turned in to the course instructor. For notes #2-9, students have the option of turning in a written SOAP not to the course instructor for review OR completion of the documentation form by their clinical instructor which indicates a satisfactory note was completed at their clinical site for the week. Unsatisfactory notes turned in to the course instructor will be returned and must be turned in with corrections within 1 week in order to receive the points. ALL NOTES MUST BE TURNED IN BY APRIL 26, 2017.

Patient Satisfaction Survey
Students are required to have a patient fill out the Satisfaction Survey provided by the course instructor. Each student is required to have two (2) surveys completed by patients they have treated in their Practicum II clinic site. The survey should contain the INITIALS of the patient as well as the signature of the clinical instructor to verify it was completed by a patient. SURVEYS MUST BE TURNED IN BY MAY 12, 2017.

Competency Examination
The final exam for PTH 234, Practicum II, is a comprehensive PTA Program competency examination. The exam is a 100 point examination with questions covering all PTA program specific material. Questions have been submitted for the examination by all PTA program faculty based upon the course(s) they teach. Students must pass the examination by achieving a minimum score of 70% to pass PTH 234 with a C, regardless of the calculated final grade for the course. Students will be given a MAXIMUM of 2 attempts to pass the examination. Failure to pass the competency examination with a minimum of 70% will result in a D (or less depending upon class point calculation) and failure to progress to PTH 321A.

**Student Evaluation of Clinical Experience and Student Evaluation of Clinical Instructor**

Students are required to complete the evaluations on each clinical site they are assigned. **EVALUATIONS MUST BE TURNED IN BY MAY 12, 2017.**

**Professional Behavior** - The development of professional behaviors is essential to any aspiring health care professional. One realm of professional behavior lies in the expectation of the person to be punctual, prepared and present.

**Student Grades/Confidentiality** – No information regarding student grades or class progress will be communicated via telephone or email. All grades will be posted on Desire2Learn as soon as they are available. If you have questions regarding current course grades or course information, students must speak directly with the instructor. This may be possible either immediately before or after class, during office hours or by making an appointment to meet with the instructor.

**Classroom Attendance Policy** – This is a professional program. Attendance in class is expected, but is the responsibility of the student. Students should be prepared to participate in class at the designated start time for the course. Prepared means the student is seated in the class with all necessary classroom supplies available to them and assignments due that day are turned in to the instructor. The University Policy on Accommodating Religious Students may be found in the 2015-2016 Undergraduate Catalog, p. 565.

**Academic Dishonesty** - Each student is responsible for making himself/herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and solicitation, aiding, concealing, or attempting conduct in violation of this code. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism).

**Disruptive Behavior Policies** – As with any public forum, the classroom is a shared space where consideration and compassion for others are not negotiable. To learn the interpersonal and professional skills offered in the course requires that, as with a sport or any instrument, we practice them daily. A positive attitude, a willingness to listen and
learn, and an embrace of differences as well as similarities…these are just a few of the dynamics we will strive to practice.

Sexual harassment, either verbal or physical, will not be tolerated in this class, this program, or at Southern Illinois University Carbondale. Students engaged in harassing behavior will be removed from the program immediately.

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for your career.

**Electronic Devices**- The use of electronic devices, such as cell phones, will not be permitted in the classroom. All electronic devices should be TURNED OFF when entering the classroom. In the case of an emergency, persons may call the School of Allied Health office at (618) 453-7211 and a message will be delivered to the classroom.

**SIU Emergency Procedures** - Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and the Emergency Response Guideline pamphlet. It is also available on BERT'S website at [http://www.bert.siu.edu/](http://www.bert.siu.edu/) and on the Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu).

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Supplementary Assistance** – With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/).

Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact the instructor as soon as possible. The Office of Disability Support Services (DSS) offers various support services and can help you with special accommodations. You may wish to contact DSS at 453-5738 or go to Room 150 in Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**Saluki Cares** – The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff,
students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. You may contact Saluki Cares at (618) 453-5714 or siucares@siu.edu.

SIU PTA course materials, including the course syllabus are not to be duplicated without consent of the SIU PTA Program.
SYLLABUS

INSTRUCTOR:  (PTH 321A)Tim Davis  (PTH 321B)Julie Davis
Office-618-453-8820  Office-618-453-3618
Cell # to be provided  Cell # to be provided
Email-tdavis@siu.edu  Email-jfrman@siu.edu

COURSE NO., HOURS, AND TITLE:  PTH 321A & PTH 321B Clinical Internship

COURSE DESCRIPTION:

The successful student will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. Must be taken in A, B sequence.  Co-Requisite: PTH 322. Prerequisite:  PTH 220A, 230A, 233A, and 234 with a minimum grade of C; PTH 220B, 230B, and 233B with a pass. $23 to cover expenses associated with use of CPI Web for clinical evaluation.

PREREQUISITE TO:  None

COURSE OBJECTIVES:

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

1. Adhere to federal and state legal practice standards and institutional regulations related to patient/client care and fiscal management.  
2. Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and the Guide of Conduct for the Physical Therapist Assistant  
3. Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistant’s actions.  
4. Place patient’s/client’s needs above the physical therapist assistant’s needs.  
5. Participate in learning and development activities to ensure continued competence.  
6. Participate in and responds to self-assessment activities.  
7. Participate in clinical education.  
8. Expressively and receptively communicates in a culturally competent manner with physical therapists, patients/clients, family members, caregivers, and other health care providers, students, interdiscipli
9. nary team members, administrators, payers, and consumers.  
10. Exhibit caring, compassion, and empathy in providing services to patients/clients.  
11. Promote active involvement of the patient/client in his/her care.  
12. Identify, respect, and act with consideration for the patient/client’s differences, values, preferences, and expressed needs in all physical therapy activities.  
13. Demonstrate behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant.  
14. Support and participate in organizations and efforts that promote physical therapy.
14. Effectively educate others using teaching methods commensurate with the needs of the learners.
15. Educate others about the role of the physical therapist assistant.
16. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, co-workers, other health care providers, students, other consumers, employers, and payers.
17. Review the plan of care established by the physical therapist prior to initiating patient/client intervention.
18. Provide safe interventions as directed in the plan of care and supervised by the physical therapist including reporting any changes in status to the supervising physical therapist through verbal and written communication.
19. Provide effective instruction to the patient/client and others to achieve the goals and outcomes as described in the plan of care.
20. Complete documentation that follows professional guidelines, health care system, and physical therapy setting policies.
21. Progress the patient/client interventions through the plan of care.
22. Collect data to quantify the patient’s/client’s response to interventions as directed and supervised by the physical therapist.
23. Respond effectively to patient/client and environmental emergencies in the work setting.
24. Utilize human and material institution based resources and services to provide high-quality, efficient, and cost effective physical therapy services.
25. Complies with facility procedures and payer regulations consistent with health care delivery system and the practice setting.
26. Values and supports the physical therapy profession in society.
27. Demonstrates citizenship.
28. Demonstrate the ability to apply the International Classification of Functioning, Disability and Health (ICF) in patient documentation to describe a patient’s impairments, activity and participation limitations and relating treatment of impairments to functional improvement.
29. Provides safe and effective patient care by reviewing all pertinent patient information including patient documentation, health records, lab values, and diagnostic test results prior to implementing treatment within the plan of care.
30. Participate in discharge assessment and planning as directed by the supervising physical therapist.
31. Recognizes barriers to function within the home, community and work environment.
32. Participates in patient centered intradisciplinary collaborative care.

**TEXTBOOKS:**

**Required:**

Texts from all previous PTH courses.
CPI EVALUATION SCORES for PTH 321A and PTH 321B:

<table>
<thead>
<tr>
<th>College Grade</th>
<th>CPI Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 321A</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Minimum of Advanced Intermediate with $&gt;50%$ at Entry Level</td>
</tr>
<tr>
<td>B</td>
<td>Minimum Advanced Intermediate with $&gt;1$ to $&lt;50%$ at Entry Level</td>
</tr>
<tr>
<td>C</td>
<td>Minimum of Advanced Intermediate on all items</td>
</tr>
<tr>
<td>D</td>
<td>Any items $&lt;$ Advanced Intermediate</td>
</tr>
<tr>
<td>PTH 321B</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>At or near Entry Level on all items and 2 with distinction</td>
</tr>
<tr>
<td>B</td>
<td>At or near Entry Level on all items and 1 with distinction</td>
</tr>
<tr>
<td>C</td>
<td>At or near Entry Level on all items</td>
</tr>
<tr>
<td>D</td>
<td>Less than Entry Level on any 1 item</td>
</tr>
</tbody>
</table>

- If a student (at any level of internship) is at danger of FAILING the internship, the CI is requested contact the ACCE IMMEDIATELY, so that a corrective action plan can be developed.

NOTE: Program faculty, central administration and/or advisory committee members may review written evaluations and research work before final grade is received.
INSTRUCTOR: Julie Davis
jfrman@siu.edu
(618) 453-3618
Cell number to be provided

COURSE NO., HOURS, AND TITLE: PTH 322-2 Clinical Seminar

COURSE DESCRIPTION:
Prerequisite: minimum grade of C in all PTH courses, concurrent registration in PTH 321.

PREREQUISITE TO: None

COURSE OBJECTIVES:
Upon successful completion of this course, the student should be able to:

1. Accurately evaluate own performance in the clinical setting
   a. indicate areas of strength in the clinic
   b. indicate areas of weakness in the clinic
   c. set appropriate goals for improvement of performance
   d. set appropriate time frame for achieving the goals

2. Evaluate the clinical internship experience.

3. Present an in-service educational program
   a. select topic appropriate for audience
   b. research information relevant to the topic
   c. develop learning objectives for topic
   d. utilize appropriate instructional media
   e. develop outline for topic
   f. present in-service topic in time allotted

4. Be prepared to study independently for the NPTE-PTA including having an understanding of individual strengths and weaknesses

TOPICAL OUTLINE:
1. Seminar
   B. Discussion of patient care and treatment interventions
   C. Discussion of patient-student relationship
   D. Discussion of supervisor-student relationship
   E. Discussion of problems encountered during internship
   F. Reinforcement of professional ethics and attitudes
G. Discussion of post-graduation plans
   a. further education
   b. employment opportunities
   c. review of resume
   d. prepare to take the NPTE

II. In-service

III. Clinical Facility Evaluations

IV. Curriculum Evaluation - Exit Survey

V. Completed Clinical Performance Instruments

VI. Completion of Review Course

TEXTBOOKS:
Required:
   Texts from all previous PTH courses.

TEACHING TECHNIQUES:
A. Discussion with student, clinical instructor and academic coordinator regarding student's progress.
B. Discussion between student and academic coordinator regarding student's clinical experience.
C. Completion of homework assignments/timed examinations on D2L.

STUDENT EVALUATION:
Pass/Fail. Grade received is based upon successful completion and timely submission of all required documents/forms and completion of all homework assignments/timed examinations and participate in program content review course.

EXPLANATION OF DOCUMENTS/FORMS
To receive a passing grade in PTH 322, you MUST complete the following documents:

- **Student Evaluation of Clinical Experience** forms.
  You must complete this form for each facility, at the end of each internship. You are to share this evaluation with your clinical instructor and have him/her sign it after your final evaluation.

- **Evidence of Project Completion**
  Materials from in-service presentation for each facility including Clinical Inservice and/or Teaching Activity Evaluation Tool.
  You must provide an in-service or teaching activity for each internship. You must turn in any materials utilized when presenting the in-service upon completion as well as the completed evaluation form. In-services cannot be a topic you have previously presented for class.

- **Completion of D2L Assignments**
- **Completion of all homework assignments/timed examinations on D2L.**
- **Participation in program content review course**
- **Student's Evaluation of SIUC PTA Program (Exit Survey)**
  Complete and turn in this form towards the end of the second internship.
- Turn in the completed Clinical Performance Instrument (CPI) at the end of each Internship. This is your CI’s evaluation of you.
- Turn in “ED” form required for the PTA Illinois Licensing Exam Application (or form from the state in which you are planning to take the licensing exam). You may have turned this in prior to your internship. If not, it MUST be turned in prior to graduation.
Teaching Activity

Objective:
By the end of this experience, the student will understand the concepts of teaching and presentation skills theories through a professional teaching project.

Grading:
The student will be graded by the supervising CI or other assigned person as appropriate. The project will be graded on a “pass/fail” basis and is a required component for each PTH 321A and PTH 321B rotation.

Assignment Criteria
1. Topic must be appropriate for the clinical setting and approved by BOTH the CI and academic faculty. Topics should be confirmed by midterm.
   
   Possible options:
   a. Inservice Presentation
   b. Professional journal article review
   c. Patient education class (i.e. total joint class, support group, etc.) This activity is outside the normal education provided to patients.
   d. Staff training program (i.e. teaching nursing staff a new technique, transfer training to new staff, etc.)

2. The student will submit a copy of handouts (i.e. teaching outline, journal article, patient education materials, etc) provided for teaching activity, to program faculty using D2L.

3. The student will submit an evaluation of teaching activity completed by CI or other assigned person.
Clinical Inservice and/or Teaching Activity Evaluation Tool

<table>
<thead>
<tr>
<th>A.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the student start and end the presentation on time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did the presentation follow a logical order?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did the student use appropriate methods to present the topic (i.e. handouts, etc)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did the student appear organized and prepared?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Strengths of the presentation:

C. Suggestions for improvement:
It is the responsibility of each supervisor to ensure that this report is filed with the Center for Environmental Health and Safety within 24 hours of becoming aware of an incident or hazard related to SIU facilities or operations.

<table>
<thead>
<tr>
<th>PERSON INVOLVED IN INCIDENT</th>
<th>Name (Last, First, Mi)</th>
<th>Sex □ F □ M</th>
<th>E-Mail</th>
<th>Date Of Birth</th>
<th>AIS or Dawg Tag # (if appropriate)</th>
<th>Address (Local)</th>
<th>Phone (W)</th>
<th>(H)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status At Time Of Incident
☐ Employee  ☐ Visitor
☐ Student  ☐ Other (Specify): If An Employee, Give Job Title And Department
If A Visitor, State Purpose Of Campus Visit

IF OTHERS WERE INVOLVED, ATTACH ADDITIONAL COPIES OF THIS FORM FOR EACH PERSON.

Did Incident Arise Out Of And In The Course Of University Employment? □ Yes □ No

<table>
<thead>
<tr>
<th>INCIDENT/ OR HAZARD DESCRIPTION</th>
<th>Place Where Accident/Incident Occurred Or Hazard Is Located</th>
<th>Date &amp; Time Of Incident</th>
<th>Name Of Area Supervisor Where Incident Occurred Or Hazard Is Located</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe Activity Being Performed By Person Involved In Incident (I.E. Driving Truck, Lifting Crate, Etc.)

Fully Describe Incident/Hazard (Attach Additional Sheets If Necessary.)

List Any Witness Present
Name
Address
Phone (W)

Additional Witness(es) Present
Name
Address
Phone (W)

<table>
<thead>
<tr>
<th>INJURY</th>
<th>Did This Incident Result In Injury To The Person Involved? □ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes: Place &amp; Date of Treatment</td>
</tr>
</tbody>
</table>

IF INJURY OR ILLNESS RESULTS FROM AN INCIDENT ARISING OUT OF AND IN THE COURSE OF UNIVERSITY EMPLOYMENT, THE INJURED PERSON OR THEIR SUPERVISOR (If injured person is unable) MUST CALL TRISTAR Risk Enterprise Management, Inc. AT 1-855-495-1554 AND REPORT THE INJURY OR ILLNESS.

Describe Nature And Scope Of Personal Injury, If Any

Was Medical Care Sought? □ No □ Yes: Place & Date of Treatment

<table>
<thead>
<tr>
<th>PROPERTY DAMAGE</th>
<th>Describe Property Damage, If Any</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>Printed Name Of Person Completing Form</th>
<th>Job Title/Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature Of Person Completing Form Date
Phone Number (W) (H)
CERTIFICATE OF INSURANCE

ISSUE DATE (MM/DD/YY) 1/28/91

SOUTHERN ILLINOIS UNIVERSITY

INSURED
BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY
Carbondale, IL 62901

OVERAGES

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

PROGRAMS AFFECTING COVERAGE

<table>
<thead>
<tr>
<th>PROGRAM LETTER</th>
<th>TYPE OF INSURANCE</th>
<th>PROGRAM NUMBER</th>
<th>PROGRAM EFFECTIVE DATE (MM/DD/YY)</th>
<th>PROGRAM EXPIRATION DATE (MM/DD/YY)</th>
<th>LIABILITY LIMITS IN THOUSANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GENERAL LIABILITY</td>
<td></td>
<td>7/01/85</td>
<td>Until Repealed</td>
<td>Personal Injury: $ , Property Damage: $</td>
</tr>
<tr>
<td></td>
<td>X COMPREHENSIVE FORM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X PREMISES/OPERATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X PRODUCTS/COMPLETED OPERATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X CONTRACTUAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X PROFESSIONAL LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X BROAD FORM PROPERTY DAMAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X PERSONAL INJURY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X MEDICAL MALPRACTICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>AUTOMOBILE LIABILITY</td>
<td></td>
<td>8/07/76</td>
<td>Until Repealed</td>
<td>bodily injury (per person): $</td>
</tr>
<tr>
<td></td>
<td>X ANY AUTO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALL OWNED AUTOS (Priv Pass)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALL OWNED AUTOS (Other Than Priv Pass)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIRED AUTOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NON-OWNED AUTOS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GARAGE LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>EXCESS LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td>Property Damage: $</td>
</tr>
<tr>
<td></td>
<td>X UMBRELLA FORM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHER THAN UMBRELLA FORM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY</td>
<td>N/A</td>
<td>7/01/75</td>
<td>Until Repealed</td>
<td>$ (Each Accident)</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ (Disease-Policy Limit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ (Disease-Each Employee)</td>
</tr>
</tbody>
</table>

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/SPECIAL ITEMS

Liability coverage is extended to enrolled students acting in the scope of an approved unpaid clinical program for which academic credit or the equivalent may be awarded. Automobile Liability and Worker's Compensation are not extended.

CERTIFICATE HOLDER

Clinical Program Sites

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED PROGRAMS BE DISCONTINUED BEFORE THE EXPIRATION DATE THEREOF, SOUTHERN ILLINOIS UNIVERSITY WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT. BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE UNIVERSITY, ITS EMPLOYEES, AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

Richard Ehrn

[Signature]