

# Clinical Education Handbook



**ARKANSAS STATE**  
UNIVERSITY

College of Nursing and Health Professions  
Department of Physical Therapy  
Physical Therapist Assistant Program

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## **CAPTE Accreditation**

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314, Telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

## Purpose of the Handbook

This handbook has been developed by the faculty of the Arkansas State University Department of Physical Therapy as a guide to the clinical education program.

This handbook is to be stored and used by the clinical affiliate of Arkansas State University Department of Physical Therapy. This handbook was created in order to enhance the communication between the clinical affiliate, the PT Department of Arkansas State University, and the PTA students of Arkansas State University.

For physical therapy professionals, being involved in clinical education and assisting in the professional development of physical therapy students is a challenging and exciting experience. It is intended that after reviewing this handbook, clinical instructors (CIs) will understand the Philosophy, Mission and Objectives of the Arkansas State University Physical Therapist Assistant (PTA) Program and be prepared to assist the physical therapist assistant students in the learning process.

Your comments on this manual and any of its contents are always welcome. The faculty wishes to express sincere thanks for your interest and involvement in physical therapy clinical education.

## Mission Statements

### Arkansas State University

Arkansas State University **educates** leaders, **enhances** intellectual growth, and **enriches** lives. (A-State = e<sup>3</sup>)

### College of Nursing and Health Professions

The mission of the College of Nursing and Health Professions is to provide quality education to students, graduate, and health care providers in a variety of health disciplines. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies. The College assesses the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond.

### Department of Physical Therapy

The mission of the Physical Therapy Department is to *educate* physical therapy professionals, to *enhance* the intellectual growth of our students, faculty and alumni, and to *enrich* the lives of all individuals and communities in the Mississippi Delta region and beyond.

### Philosophy of the A-State PTA Program

The faculty members of the PTA Program believe strongly in the old adage that “if a job is worth doing, it is worth doing right”. The pursuit of excellence, then, is a major driving force in the life of the Program. Excellence refers to a constant desire to do one’s best and to be better tomorrow than one is today. Excellence is not a state of perfection in which an individual commits no sin or mistake. Quite the contrary, errors, or more importantly what we learn from our errors, are powerful learning tools. New PTA students often struggle with these concepts through no fault of their own. Typical education strives to meet minimum performance standards and gives more credence to successes than to failures, as if learning could only be achieved by being correct all the time. When minimum performance is expected of students, that is usually what they will produce. When students are scared to fail, they will not risk success. We work to foster excellence by setting high educational, clinical and professional standards for students and then holding them to these high standards. We also work to create an environment where students eventually achieve success because they cease to fear failure and begin instead to view it as a means by which to achieve the success that they desire.

## Goals of the PTA Program

Based on the definition of the “Ideal” Physical Therapist Assistant Graduate and the missions of the university, college and program, the PTA Program seeks to achieve the following goals:

1. Students will possess the knowledge and skills necessary to function safely, efficiently and effectively as entry-level physical therapist assistants under the direction and supervision of physical therapists and will demonstrate evidence of professionalism by following all legal and ethical guidelines including seeking opportunities to serve those in need in their communities.
2. Graduates will demonstrate clinical competence as entry-level physical therapist assistants under the direction and supervision of physical therapists in the Mississippi Delta region and beyond, work in a manner consistent with their state practice act and APTAs Standards of Ethical Conduct for the Physical Therapist Assistant and will pursue lifelong learning and/or service to the profession of physical therapy.
3. Faculty will demonstrate a commitment to the physical therapy profession through activities of professional membership, contributions to the body of physical therapy knowledge, and service and advocacy for the clients and patients that are served.
4. The program will contribute to the development of faculty, alumni and the professional community by providing opportunities for professional growth.

## Expected Student Outcomes

Graduates of the A-State PTA Program should possess the following qualities:

- **Communication**
  - Communicate verbally and nonverbally (including in writing) with those diverse groups of people with whom a physical therapist assistant has routine contact and assess the outcome of such communication in order to determine and improve its overall effectiveness.
- **Individual and Cultural Differences**
  - Demonstrate an awareness of the existence of individual and cultural differences, an understanding of the impact of individual and cultural differences on health care delivery, and the ability to alter one’s actions appropriately in response to identified individual and cultural differences.
- **Behavior and Conduct**
  - Demonstrate behaviors that indicate an awareness, understanding and acceptance of the physical therapist assistant’s roles and responsibilities in the profession of physical therapy.
- **Plan of Care**
  - Competently administer physical therapy plans of care under the direction and supervision of a licensed physical therapist.
- **Education**
  - Effectively design, implement and assess programs of instruction intended to

- accomplish pre-established goals for patients, family members, caregivers, other healthcare providers, or members of the public.
- **Administration**
    - Demonstrate awareness and understanding of the physical therapist assistant's role in a health care organization and a commitment to fulfill that role.
  - **Social Responsibility**
    - Demonstrate awareness and understanding of a physical therapist assistant's obligation to promote and protect the profession of physical therapy and the health care needs of the public and a commitment to fulfill that obligation.
  - **Career Development**
    - Assess one's current level of career development, identify needs and opportunities to meet those needs, establish goals and monitor progress toward those goals, and direct learning efforts leading to the accomplishment of those goals.



## **A-State Policies**

### **Affirmative Action**

<https://www.astate.edu/a/affirmative-action/>

### **Non-Discrimination**

<https://www.astate.edu/a/affirmative-action/title-ix/other-discriminatory.dot>

### **Sexual Discrimination**

<https://www.astate.edu/a/affirmative-action/title-ix/discrimination-offenses.dot>

### **Family Educational Rights and Privacy Act (FERPA)**

<https://www.astate.edu/a/registrar/faculty-staff/ferpa-information/index.dot>

### **Complaints**

<http://www.astate.edu/college/conhp/departments/physical-therapy/file-a-complaint/>

## Curriculum Plan

Complete course information can be found in the current edition of the A-State Undergraduate Bulletin. PTA courses must be taken in sequence and on a full-time basis. At times courses will be offered in modular fashion and will not meet according to the traditional University Schedule of Classes that is published prior to registration each semester. Students may also be obliged to meet in the evening or weekends either on or off campus for special learning experiences. PTA students are expected to be flexible once they begin PTA courses. The program will make every effort to avoid sudden changes and to provide students with sufficient notice to enable them to respond appropriately.

### **A-State Physical Therapist Assistant Program – Professional Coursework**

#### **10-Week Summer (8 credit hours)**

PTA 2113 Patient Handling (3 credit hours)  
PTA 2123 Clinical Kinesiology (3 credit hours)  
PTA 2132 Basic Anatomical Systems (2 credit hours)

#### **Fall (15 credit hours)**

PTA 2213 Musculoskeletal PT (3 credit hours)  
PTA 2223 Physical Agents and Massage (3 credit hours)  
PTA 2233 Neuromuscular PT I (3 credit hours)  
PTA 2263 Pathophysiological Conditions (3 credit hours)  
PTA 2271 Physical Therapy Documentation (1 credit hour)  
PTA 2252 Clinical Education I (2 credit hours)

#### **Spring (15 credit hours)**

PTA 2303 Neuromuscular PT II (3 credit hours)  
PTA 2323 Seminar (3 credit hours)  
PTA 2353 Musculoskeletal PT II (3 credit hours)  
PTA 2333 Clinical Education II (3 credit hours)  
PTA 2343 Clinical Education III (3 credit hours)

**Total for Professional Coursework = 38 credit hours**

## A-State Physical Therapist Assistant Course Descriptions

**PTA 2113. Patient Handling** Introduction to fundamentals of physical therapy patient care. Topics include the US healthcare system as it relates to physical therapy, physical therapy scope of practice, professionalism, and basic patient handling skills. Open only to students admitted to the professional program. Summer.

**PTA 2123. Clinical Kinesiology** Principles of musculoskeletal examination of the human body. Components of patient history, systems review, observation and physical examination, goniometry, muscle testing, special tests, palpation, posture and gait analysis are covered. Open only to students admitted to the professional program. Summer.

**PTA 2132. Basic Anatomical Systems** Introduction to the basic systems of the human body and the medical and surgical conditions across the lifespan commonly seen by physical therapist assistants. Open only to students admitted to the professional program. Summer.

**PTA 2213. Musculoskeletal Physical Therapy** Students review passive, active and active assistive range of motion skills. Resistance exercise and the use of exercise equipment are practiced. Stretching and joint mobilization for specific diagnoses that are appropriate for the PTA to perform are practiced. PTA courses are only open to students admitted to the professional program. Fall.

**PTA 2223. Physical Agents and Massage** Basic principles and techniques of massage and application of modalities are presented. An investigation into the risk factors and pathophysiological considerations associated with integumentary diseases and conditions as well as aseptic technique and universal precautions is provided. PTA courses are only open to students admitted to the professional program. Fall.

**PTA 2233. Neuromuscular Physical Therapy I** Covers foundational science and theory behind the physical therapy management of patients with neuromuscular conditions. PTA courses are only open to students admitted to the professional program. Fall.

**PTA 2263. Pathophysiological Conditions** Review of cardiopulmonary anatomy and physiology and other physiological conditions such as gastrointestinal, metabolic/endocrine, and multi-system pathologies. Includes physical therapy assessment and rehabilitation of patients with pathophysiological disorders frequently seen by physical therapy in the clinical setting. Fall.

**PTA 2271 Physical Therapy Documentation.** Introduction to medical documentation guidelines and specific formats, including electronic medical records, required by State practice acts, the practice setting, and other regulatory agencies. Open only to students admitted to the professional program. Fall.

**PTA 2252. Clinical Education I** Five weeks of full time affiliation at one facility working under the supervision of an on site clinical instructor. Students integrate knowledge of basic sciences and interventions to practice treatment techniques in the clinical setting. Forty hours per week. PTA courses are only open to students admitted to the professional program. Fall.

**PTA 2303. Adult Neuromuscular Physical Therapy II** Covers common interventions used in the physical therapy management of patients with neuromuscular conditions. PTA courses are only open to students admitted to the professional program. Spring.

**PTA 2323. Seminar** Introduction to principles of administration, teaching and learning, and evidence based practice as they apply to physical therapy practice. Social responsibility, career development and lifelong learning are also discussed. PTA courses are only open to students admitted to the professional program. Spring.

**PTA 2333. Clinical Education II** Five weeks of full time affiliation at one facility working under the supervision of an on site clinical instructor. Students integrate knowledge of basic sciences and interventions to practice treatment techniques in the clinical setting. Forty hours per week. PTA courses are only open to students admitted to the professional program. Spring.

**PTA 2343. Clinical Education III** Six weeks of full time affiliation at one facility working under the supervision of an on site clinical instructor. Students integrate knowledge of basic sciences and interventions to practice treatment techniques in the clinical setting. Forty hours per week. PTA courses are only open to students admitted to the professional program. Spring.

## **TIMETABLE OF SKILL COMPETENCY BASED ON CURRICULUM**

### **Clinical Education I**

Students have completed majority of coursework and are prepared for a variety of clinical settings including acute care, outpatient, and pediatrics. Students are prepared to perform patient handling, data collection including goniometry and muscle testing, physical agents and massage, interventions for acute care, orthopedics, and pediatric populations.

### **Clinical Education II & III**

Students have completed all didactic coursework prior to Clinical Education II & III.

## **CLINICAL EDUCATION POLICIES AND PROCEDURES**

The Director of Clinical Education, DCE, gives specific instructions to students prior to any clinical education assignment. Other specific requirements are contained in the course syllabi for clinical education courses. These are provided to students and clinical faculty at the appropriate times.

Clinical education is a crucial part of any PTA educational program. It is conducted differently than is clinical education for most other practice professions. Students are sent, usually individually, to various clinical sites to practice physical therapy procedures and patient care under the supervision of a licensed PT or PTA. Student performance in clinical education is evaluated by both the clinical and academic faculty as well as self-evaluation.

The clinical education experience simulates actual clinical practice and each rotation is a full-time, work-type experience. Students practice those skills that they have acquired in the laboratory. Students are generally not required to practice skills that they have not been prepared for academically unless the on-site supervisor teaches new skills to the student. In this case, the clinician assumes the responsibility for the student's performance.

PTA students have three clinical education experiences. The first occurs during the fall semester of the program. This experience is five weeks long and may be scheduled at

either an acute care, outpatient orthopedic, or pediatric facility. The student is placed into a setting in which they have been best prepared for academically. The final two affiliations are five and six weeks, respectively, in length and occur during the last eleven weeks of the program. The student is required to experience a variety of clinical settings during their three clinical educational experiences including, but not limited to a rehabilitation facility, an acute care facility, a skilled nursing facility, a pediatric facility, or an outpatient facility.

Clinical sites are assigned by the DCE. Students will provide geographic availability and other pertinent information (family responsibilities, childcare needs, etc) for their clinical education experiences to the DCE. The DCE will place students at clinical sites that match their locations and the clinical education requirements. Students may be placed at a site that is a commutable distance from their location.

Sites are assigned by the DCE according to their availability, the students' particular needs at any given time, and other variables that are often unpredictable. Given the large number of students that require clinical assignments, it is not possible to place all students in or around the northeast or north central Arkansas area. Sites may be located at some distance from the campus, both within the State of Arkansas and elsewhere in the U.S. Attendance at clinical education is mandatory and students may not progress in the program if clinical performance is unsatisfactory. Sources containing updated clinical site information will be made available to the students.

### **Cancellation and Changes to Clinical Sites**

Occasionally, a site that was selected by a student and confirmed for availability will cancel due to variables outside of the control of the program. If a site cancels, the student is immediately notified by the DCE of the cancellation. Every attempt is made by the DCE to offer a comparable site to the student to replace the canceled site. These placements are made from sites that were offered but were not selected by other students or additional sites can be contacted in order to fill the vacancy.

### **Costs of Clinical Education**

Students are required to pay tuition for clinical education as well as all other associated costs. These costs include transportation, room and board, uniforms (if required), etc. Students may have to continue to maintain their permanent living arrangements as well as temporary quarters at the clinical site. It is the student's responsibility to secure their own housing if needed. Costs are the responsibility of the student. A few facilities provide housing free of charge. The requirements for physical examinations, immunizations, and certification are also required and discussed further elsewhere in this handbook and during orientation. Certain facilities have other requirements such as drug screens. These requirements may cost additional money. To assure that all requirements of the facility are met, it is the student's responsibility to contact the clinical site prior to the beginning of the affiliation. Access to and responsibility for the cost of emergency services during any clinical education experience is the responsibility of the student.

## Supervision of Clinical Education

PTA students participating in clinical education practice under the supervision of a licensed PT and / or PTA. The DCE is always available for consultation by telephone. If a student problem arises, the DCE will make every attempt to perform an on-site visit. To defray the cost of onsite visits for every student, various methods of telecommunication (telephone, zoom, etc) will be utilized to provide support to both the CI and the students. The DCE will make contact with both the student and CI during every clinical affiliation.

## Attendance Policy of Clinical Education

Attendance at clinical education is mandatory. Each student is allowed one excused absence per rotation. An excused absence is considered a personal illness, illness of an immediate family member, death of a family member, or an absence that is arranged prior to the event with the clinical facility (e.g. doctors appointment). The CI and DCE must be notified to excuse an absence. In case of illness, the student will notify the CI and DCE at the beginning of the workday. If this is not done the absence will be considered unexcused. All clinical time beyond one excused absence will be made up. This make-up time will be at the discretion of the clinical facility and the DCE. The inability to make-up time missed will result in a delay in the student's progression in the program. Tardiness and/or unexcused absences will not be tolerated. Any unexcused absence or reoccurrence of tardiness may result in the student receiving an incomplete grade for that clinical rotation. The student will be assigned an additional clinical experience in order for the student to demonstrate improvement in behavior. This clinical experience will likely be scheduled during the first 5-6 weeks of the summer semester which will delay the student's progression in the program including graduation and completion of the national physical therapy examination.

## Pre-Clinical Requirements

Students who have not given the DCE the health immunizations and/or other required documents, or who have not completed the required pre-clinical sessions will not be allowed to participate in their clinical education experience. Sites may require additional information such as background check and drug screens. The student is responsible for completing all specific site requirements prior to beginning the clinical rotation.

The Program Faculty will review affective, cognitive and psychomotor skills of each student prior to a student beginning a clinical rotation via the Student Clinical Readiness survey. Faculty (individually and collectively) will assess student clinical readiness prior to Clinical Education I in the fall and again prior to Clinical Education II in the Spring. The DCE will facilitate each faculty to complete an electronic assessment of every student in each of 3 areas: cognitive, psychomotor, and affective. The individual faculty results will be combined and shared during a faculty meeting. The results for each student will be discussed to ensure consistency of final assessment in each of the 3 areas. The data used for the cognitive area includes quiz and exam grades, data for psychomotor area includes performance during lab sessions, skills checks and lab practical exams, and data for professional behaviors includes any documented critical incidences of professional behaviors or reoccurring safety violations as well as the self and peer assessments of the professional behaviors tool. The collective faculty will use

this data to make a formal decision for clinical readiness. If a student is identified as not ready for the clinic, he/she will be prevented from participating in any clinical experience until the deficit is adequately remediated. Depending on the timing of the completion of the remediation, the student may have an extended or delayed clinical experience possibly resulting in a delayed graduation. If the deficit cannot be corrected, the student will be dismissed from the program as he/she will be unable to continue further.

## Clinical Problems

### Student Clinical Problems

If a problem arises during the affiliation, the student should make every attempt possible to communicate concerns regarding their experience to their clinical instructor. If the attempts made lead to no resolution, the DCE should then be contacted. At this time, the DCE will counsel the student on what action needs to take place next. The DCE may then contact the clinical site and request that a learning plan be developed. Once all steps have been taken and all outlets have been exhausted, the student may possibly be removed from the situation.

### General Complaints

The CI may contact the A-State CNHP Dean with any complaints regarding the DCE or PTA Program Director. The CI should contact the PTA Program Director with any complaints involving the A-State PTA Program. When a patient or member of the public has a complaint or concern regarding a PTA student or the A-State PTA Program, the CI is responsible to give the individual the name, title, and phone number of the A-State CNHP Dean. No retaliation will occur by the program, College or University due to a complaint being filed.

## Satisfactory Progress in Clinical Education

Failure to meet the clinical education requirements may result in the student receiving a failing grade for the clinical course. Students are evaluated on ***the basis of quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment and efficiency of performance as set forth in the PTA***

**CPI.** Should the Clinical Instructor (CI) have concerns in any area, the student may be required to remediate to correct identified deficiencies. Failure to observe certain "critical behaviors" may result in immediate dismissal from the clinical site and possible dismissal from the program. In all cases, failure to perform at a level deemed appropriate by the CI will compel him or her to contact the DCE. The DCE is then informed of specific areas of concern. The CI, the DCE, and the student collaboratively work to develop a plan, which will enable the student to succeed if at all possible. Please refer to course syllabi for specific grading policies.

## Expectations of Clinical Faculty

- Licensed PT or PTA in their state of practice
- Graduated from an accredited program
- Has at least 1 year of clinical experience
- Demonstrated clinical competence, professional skills, and professional social behavior

- Demonstrates effective communication skills
- Demonstrates effective instructional skills
- Demonstrates effective performance evaluation & supervisory skills

### **Qualifications of Clinical Faculty**

- Licensed PT or PTA in their state of practice
- Graduated from an accredited program
- Has at least 1 year of clinical experience

### **Expectations of Clinical Faculty Teaching Effectiveness**

- demonstrating an interest in teaching and in continuing education
- orienting the student to the facility
- facilitating student accomplishment of goals and objectives
- assisting with planning learning experiences with the student
- supervising the student or arranging supervision by another qualified person
- serving as a resource to the student
- serving as a role model of professional behavior
- encouraging the student to take advantage of unique resources and learning experiences of the clinical setting
- providing an opportunity for regularly scheduled review and discussion of student clinical performance and progress
- conferring and consulting with the DCE regarding student learning needs and progress toward meeting objectives
- consulting with the DCE regarding unsatisfactory progress of the student
- assessing and evaluating the student's clinical experience
- setting clear expectations and providing ongoing verbal/written feedback
- addressing problem-solving needs through open communication between the student and CI.
- awareness of which assessment or intervention techniques the student has demonstrated competence on during the PTA program prior to the clinical experience
- maintain student confidentiality

### **Clinical Education Faculty Rights & Privileges**

Clinical faculty members are recognized as employees of other organizations and institutions, but are appointed as clinical faculty by the DCE. These faculty members accrue many of the same privileges as core faculty and the adjunct faculty, which includes:

- Use of library facilities.
- Opportunity to participate in professional growth and development activities through clinical educational programming.



# RESPONSIBILITIES OF THE UNIVERSITY, CLINICAL AFFILIATES AND STUDENTS

## Responsibilities of the University (Director of Clinical Education - DCE)

Responsibilities of the DCE are to provide the clinical affiliation site with the following information:

1. Pre-clinical Forms as required by both parties
  - a. Affiliation contract to CEO
  - b. Addendum to Affiliation Agreement
  - c. CSIF as required by accrediting body
2. Information Sheets
  - a. Course Objectives & Grading Criteria
  - b. Clinical Education Policies and Procedures
  - c. Other relevant materials
3. Individual Student Forms
  - a. Student information
  - b. Health information and physical examination form (on request)
  - c. PTA Site Evaluation Form (Evaluation of Clinical Education

Experience)

The DCE will arrange and conduct orientation visit at prospective clinical affiliation sites to:

1. Survey Facility
2. Meet with Appropriate Staff Members
3. Discuss All Policies, Procedures and Curriculum

The DCE will conduct an orientation session with the PTA students prior to their first clinical affiliation rotation in order to review the course syllabus and all aspects of this phase of the program including behavioral objectives and content of the clinical education evaluation form. During the session students will be provided information about available clinical sites. Appropriate assignments to clinical sites will be made as far in advance as possible prior to the beginning of each clinical affiliation.

The DCE will:

1. Arrange a schedule for University faculty to visit/contact students at least once during each clinical affiliation; discuss student's present status with students and clinical instructor; and counsel students regarding clinical behavioral problems. Review student evaluation of clinic and the clinic's evaluation of the student.
2. Promote effective communication between students and clinical faculty.
3. Correct and review written assignments with students.

4. Conduct a meeting of clinical instructor's on campus at least once each year and work to develop programs for professional development for clinical educators.
5. Conduct a yearly review of course syllabus, various clinical forms, clinical policies and procedures and make necessary revisions.
6. Review all student files to insure that each student complies with the requirements to have a current physical examination, proof of insurance, and CPR certification.
7. Conduct appropriate HIPAA education program and assess student competence prior to first affiliation.

### **Responsibilities of the Clinical Affiliate and Staff**

The clinical affiliate and staff will complete the following forms for the University:

1. Affiliation contract (CEO)
2. Addendum to Affiliation Agreement
3. Clinical Site Informational Form (CSIF)

The clinical affiliate should inform the DCE of any staff changes (CIs) who are directly responsible for students. The clinical affiliate will provide students with a complete orientation to the facility including a tour of the institution and PT department, introduction to staff, introduction to policies and procedures, discussion of the role of a PTA student at the facility and the expectations for students during the affiliation. The following procedures should be implemented for clinical affiliates:

1. Review annually the A-State Clinical Education Policies and Procedures.
2. Provide students with the facility's policies/procedures regarding patients' rights.
3. Be aware of student's amount of experience at any previous clinical affiliation. This information, in addition to the information contained in the Student Information Form, is designed to be helpful in planning a meaningful customized learning experience.
4. With the student, develop learning objectives for the clinical experience.
5. Supervise students who have been assigned appropriately for their level of clinical education and experience. Discuss and demonstrate treatments and procedures students may be unfamiliar with to broaden the learning experience, including allowing students "hands-on" experience as soon as possible.
6. Provide special experiences such as attendance at conferences, clinics, surgery, etc. if possible.
7. Discuss student's performance with him/her on each clinic day providing on-going pertinent and timely feedback. Confer weekly with student to update progress toward goals.
8. Each affiliate should ensure that they and students mutually understand the criteria for obtaining a passing grade for a student's particular clinical education level at that particular facility.
9. Notify the DCE, if the facility is a "one-person" department, if the absence of the therapist necessitates rescheduling of a student's clinical time.

10. Notify the DCE if a student's overall performance is unsatisfactory prior to the midterm so that the program can generate the appropriate warnings.
11. Complete progress report at midterm and final. Meet with student to review the midterm evaluation with students and the final evaluation including the final suggested grade with students prior to submitting forms to the University. Document student performance with specific comments where appropriate.
12. Review the PTA Site Evaluation Form after the clinical experience for future consideration in working with students. It is recommended that the site maintain a copy of this form for its records.
13. Attend meetings on campus periodically, at which CIs from participating facilities meet with the faculty to discuss the program and to participate in continuing education.
14. Annually assess the facility's clinical education program. Notify the DCE of any clinical education development needs that the facility may have so that the DCE may assist the facility.
15. Notify the DCE of any facility changes that may affect the quality of the clinical experience as soon as possible. Examples of changes include inadequate staff, staff not prepared or willing to be a CI for the time frame the student is assigned, and / or any other situation that you believe would affect the student's clinical experience in a negative.
16. The delineation of responsibility for patient care lies with the student under direct supervision of a licensed physical therapist and/or physical therapist assistant employed by the clinical affiliate.

### **Responsibilities of the Students**

The students will attend a Teaching and Learning Seminar given by the DCE describing teaching and learning during the clinical education experience. The students must complete all clinical requirements and maintain updates as needed prior to the first day of the clinical experience. All students must be aware of the contents of the course syllabus for Clinical Education and the Clinical Education Policies and Procedures regarding student responsibilities. Students are responsible for providing their own transportation to and from the clinical affiliation site. Prior to beginning their clinical education, the student will:

1. be educated on how to effectively utilize PTA CPI for self-assessment.
2. make telephone contact with CCCE to arrange for first day in clinic.
3. arrive at clinic 10 minutes prior to assigned time.
4. dress appropriately for affiliation according to the particular institution's policy. Wear student nametag unless directed to do otherwise by the CI.

In order to maximize the student's learning experience, each student should ask appropriate questions and being alert to all aspects of clinical education. Students must not attempt to carry out a procedure that is unfamiliar. When in doubt, the student should ask for assistance to ensure patient's safety and comfort.

If a student must be absent during a clinical rotation, the student must telephone the CI and DCE to report an absence prior to the expected arrival time AND make arrangements for making up the absence.

On the first day of clinical education, the student will meet with CI to develop goals for the clinical experience. Each week, thereafter, the student will confer with the CI concerning progress toward the student's goals. At midterm, the student will complete a self-assessment and meet with CI to discuss midterm evaluation. The students must attend designated conferences with DCE, usually at the midpoint and upon return to campus.

At the end of the clinical education, the student will:

1. complete self-assessment.
2. complete PTA Student Site Evaluation Form.
3. meet with CI to discuss final progress report and Site Evaluation Form.
4. electronically sign the final report of the PTA CPI.
5. meet with DCE as directed.
6. complete an evaluation of the program to provide feedback to University faculty.
7. complete and return to the University any follow-up surveys or questionnaires received after graduation.
8. obtain prior written approval from the University and any involved affiliate before publishing any material related to the clinical education experience.
9. provide the program with current address and current employment status immediately after graduation and thereafter as changes occur so that the University file will be updated and continuously accurate.

# Sample Clinical Affiliation Agreement

Arkansas State University - Jonesboro  
College of Nursing and Health Professions (CNHP)  
State University, AR 72467-0910  
Jonesboro, AR  
Phone: (870) 972-3112

## AFFILIATION AGREEMENT

This agreement is between the Arkansas State University – Jonesboro, acting by and through its College of Nursing and Health Professions, hereinafter referred to as “College”, and **Legal Name of Site, address, city, state, zip**, hereinafter referred to as "Facility."

It is understood that the participating institutions will cooperate in the conduct of educational activities as described below:

### THE COLLEGE AND FACILITY JOINTLY AGREE THAT

1. There will be no discrimination against a student or faculty member because of race, color, gender, religion, age, national origin, or handicap in any aspect of this program.
2. The determination of the number of students to be assigned to the Facility shall be a joint decision based on available staff, space and necessary learning experiences in the Facility.
3. In the event an accident or incident occurs during the student's participation in educational activities from which the facility might reasonably anticipate litigation, the facility and the student involved will prepare a written incident or accident report to be submitted to the appropriate department of the College and appropriate department of the Facility.
4. There will be on-going, open communication between the College and the Facility to ensure understanding of the expectations and roles of both institutions in providing education for students.
5. The ultimate responsibility for client care is retained by the Facility.

### THE COLLEGE AGREES TO

1. Maintain university accreditation by the North Central Association of Colleges and Schools and individual programs shall seek and maintain approval and/or accreditation by appropriate program approving bodies;
2. Be responsible for organizing and administering the program of education for students, standards of education, selection of faculty, the term of instruction, course content and students' experience, methods and hours of instruction, assignments, supervision and evaluation of students.
3. Disseminate all shared regulations, policies and procedures of the Facility to students and faculty engaged in the educational program.
4. Require students to carry professional liability insurance of at least \$1,000,000 each incident and \$3,000,000 aggregate against any claim or injury.

5. Accept the responsibility of assisting in the orientation of appropriate Facility personnel to the goals, objectives and educational methods of each educational program.
6. Require students to be vaccinated for Hepatitis B (or a signed release if a student declines that vaccination) and complete all other immunizations required by the facility.

#### THE FACILITY AGREES TO

1. Be responsible for the organization, administration, staffing, operating and financing of its services and the maintenance of standards accepted for efficient management by the appropriate accrediting body, and operated in accordance with acceptable health care standards;
2. Provide appropriate personnel to serve as preceptors for students in the programs of the College of Nursing and Health Professions as applicable.
3. Provide the use of appropriate services, facilities and equipment as needed by the educational programs.
4. Assume no professional or financial liability for injury to students or faculty members except that which might be accrued as rights as a member of the public; the Facility will make emergency treatment available to students and faculty for injuries and illnesses which may occur at the Facility at the time that such students and faculty are participating in the clinical education program.
5. Suspend the participation of any student and/or faculty member in the educational program conducted pursuant to the Agreement if it finds the student's and/or faculty's participation is not in the best interest of the student, faculty or Facility. The Facility will notify the College department as soon as possible.
6. Accept from the College the number of students that qualified staff, time and space permit.
7. Assist in the orientation of faculty/students to policies, programs and procedures, including immunizations requirements.
8. Devise ways for coordination so that all programs may have maximum benefit of learning experiences, where multiple educational programs exist.
9. Be responsible for informing personnel regarding the rights and privileges of the College's students and faculty.
10. Establish and make accessible to the College's faculty and students specific space in the Facility for conferences and small reference libraries near the treatment area, when deemed necessary for the educational program.

This agreement will be reviewed by each party annually or when requested by either party and shall be in effect for a period of three years from the date of its execution unless cancelled by either party with not less than 30 days notice; however, in the case of such termination, degree candidates who have begun a clinical rotation program under this agreement shall be allowed to complete their requirements.

It is understood that this working agreement shall be interdependent. The Facility and the College will derive the greatest benefits by promoting the interest of the educational program and of health care thereby rendering the best service to the public.

“Force Majeure” Clause,

Neither party shall be considered in default in the performance of its obligations under this Agreement if such performance is prevented or delayed by Force Majeure. “Force Majeure” shall be understood to be any cause which is beyond the reasonable control of the party affected and which is forthwith, by notice from the party affected, brought to the attention of the other party, including but not limited to war, hostilities, revolution, civil commotion, strike, lockout, epidemic, accident, fire, wind or flood because of any law, order, proclamation, ruling, regulation or ordinance of any government or subdivision of government or because of any act of God.

NAME OF SITE

ARKANSAS STATE UNIVERSITY -  
JONESBORO

\_\_\_\_\_  
CEO, Date

\_\_\_\_\_  
Dr. Allen Utter Date  
Vice Chancellor and Provost  
Academic Affairs and Research

\_\_\_\_\_  
Dr. Scott Gordon Date  
Dean  
College of Nursing and Health Professions

Prepare three (3) originals

## Clinical Education Forms

### Student Information Sheet *Biographical Information Data Sheet*

Arkansas State University  
Department of Physical Therapy  
Student Information Sheet

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Name:

Email Address:

Mailing Address:

Phone Number:

My primary goals for this clinical experience are as follows:

- 1.
- 2.
- 3.

Previous physical therapy clinical education experiences:

(Type of facility and a brief description of the activities performed.)

- 1.
- 2.
- 3.
- 4.



## Clinical Site Orientation Checklist

**Student's Name:** \_\_\_\_\_

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

**Clinical Instructor's Name:** \_\_\_\_\_

**Clinical Instructor's Contact Number:** \_\_\_\_\_

**Clinical Instructor's Email Address:** \_\_\_\_\_

**Is this the first time to serve as a CI using PTA CPI Web as the clinical grading tool?** \_

**If "Yes", the DCE will email information regarding CPI training and use.**

**If "Yes", did you use the CPI as a student? If so, please provide your student CPI login.** \_\_\_\_\_

\_\_\_\_\_ **If "No", please provide the email associated with your CPI login (if different from above).** \_\_\_\_\_

**To verify completion, the Clinical Instructor must initial when each task is accomplished.**

\_\_\_\_\_ Review the Clinical Instructor's expectations and objectives for the student

\_\_\_\_\_ Review Clinical Schedule including any required evenings and weekends

\_\_\_\_\_ Review facility policy in the event of an absence. Note that the student must also notify the Director of Clinical Education at Arkansas State University.

\_\_\_\_\_ Review the personal appearance and behavior standards of the facility.

\_\_\_\_\_ Review the organizational structure of the facility including the Physical Therapy or Rehabilitation Department.

\_\_\_\_\_ Provide the student with a tour of the facility.

\_\_\_\_\_ Review available supplies and equipment.

\_\_\_\_\_ Review facility Infection Control procedures.

\_\_\_\_\_ Review facility emergency procedures (Fire, Medical Emergency, etc).

\_\_\_\_\_ Discuss student learning preferences and the skills to be focused on during the clinical education experience. Discuss due dates for clinical paperwork.

\_\_\_\_\_ Review facility documentation procedures and process.

\_\_\_\_\_ Review facility billing procedures and process.

\_\_\_\_\_ Review facility cell phone policy (ASU cell phone policy is in the class syllabus).

## **Interprofessional Clinical Interaction**

**Name:**

**Date:**

**Clinical:**

**Discipline that you worked with:**

**1. Describe what discipline you worked with and the situation that you worked with them.**

**2. What did you know about this discipline before this situation?**

**3. What do you know now after working with this discipline?**

**4. What is one thing that you learned from this encounter that you can bring into your own practice as a PTA?**

**5. Comments from CI or medical professional:**

**Student Signature:**

**Clinical Instructor:**



**4. What is one thing that you learned from this encounter that you can bring into your own practice as a PTA?**

**5. Evaluation Observed: Please describe what the evaluation is, what setting, what did you learn from the evaluation that will help you in treating this patient if they are on your caseload.**

**6. Comments from CI or other medical professional:**

**Student Signature:**

**Clinical Instructor:**

## Sample Timesheet: 5-Week Rotations

Student Name: \_\_\_\_\_  
 Dates of Clinical Experience: \_\_\_\_\_  
 CCCE/CI name & facility: \_\_\_\_\_  
 Typical Clinical Schedule: \_\_\_\_\_

Week One	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Two	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Three	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Four	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Five	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
<b>Grand Total</b>							

Students must upload completed timesheets to BlackBoard at the end of each week.

### Sample Timesheet: 6-week Rotations

Student Name: \_\_\_\_\_

Dates of Clinical Experience: \_\_\_\_\_

CCCE/CI name & facility: \_\_\_\_\_

Typical Clinical Schedule: \_\_\_\_\_

Week One	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Two	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Three	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
<b>Mid-Term Total</b>							

Students must upload completed timesheets to BlackBoard at the end of each week.

Student Name: \_\_\_\_\_  
 Dates of Clinical Experience: \_\_\_\_\_  
 CCCE/CI name & facility: \_\_\_\_\_  
 Typical Clinical Schedule: \_\_\_\_\_

Week Four	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Five	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
Week Six	Date	Time In	Time Out	Time In	Time Out	Daily Total	Tardy (Y/N)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Weekly Total</b>							
<b>Student Signature:</b>				<b>CI/CCCE Signature:</b>			
<b>Grand Total</b>							

Students must upload completed timesheets to BlackBoard at the end of each week.