

**MALCOLM X COLLEGE**

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Physical Therapist Assistant Program



CITY COLLEGES of CHICAGO

**Malcolm X**

Education that Works

# Clinical Education Faculty Handbook

2017-2018

MALCOLM X COLLEGE

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# Physical Therapist Assistant Program

1900 W. Jackson St  
Chicago, IL 60612

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Dear Clinical Education Faculty,

On behalf of the Malcolm X College PTA Program, I want to thank you for your commitment to offer clinical education experiences for our students. The faculty and students value this commitment and sincerely appreciate your time and effort in organizing and offering this type of education.

This handbook outlines expectations for both the clinical faculty and students and reviews policies and procedures relevant to clinical education. This should serve as a guide for outlining and organizing clinical experiences and help to assist with evaluating students' performance.

Please do not hesitate to contact me with any questions or concerns. I intend to be a resource to you and your staff and am always available to assist in any way that I can.

Thank you for your support of physical therapist assistant education. I look forward to working with you.

Sincerely,

A handwritten signature in black ink that reads 'Erin DiCapo'.

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# PROGRAM INFORMATION

## ACCREDITATION STATUS

### HIGHER LEARNING COMMISSION (HLC)

Malcolm X College is accredited by the Higher Learning Commission, North Central Association. The Higher Learning Commission is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation.

### COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)

Effective April 26, 2017, The Physical Therapist Assistant Program at Malcolm X College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

### FILE A COMPLAINT WITH CAPTE

<http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Physical-Therapist-Assistant---CAPTE-Complaints.aspx>

## COMPLAINTS

### Non-Academic Formal Complaint Filing Procedure

The Complaints/Compliments Management System is an online portal, whereby City Colleges of Chicago (CCC) students, faculty, staff, and community members can submit a formal complaint or compliment regarding an academic or non-academic matter. Complaints and/or compliments can be submitted [here](#).

### **Procedure for Filing a Formal Non- Academic Complaint**

Students, faculty, staff, and community member, once into the system must first select to file a complaint and select the appropriate CCC college location associated with the compliment or complaint. Next, the individual is required to select the appropriate category and select to provide supporting documents. Once the complaint is submitted, a notification is sent to the arbiter and a copy of the complaint and confirmation of the receipt is sent to the filer.

Each college department with a complaint category assigned to them, has a department lead (arbiter) designated to process the complaint and resolve issues in a timely manner. Per the CCC policy for grievances [or complaints] outside of the grade appeal process, students receive a response within five business days. A response may include, but is not limited to: a request for further information, a suggested resolution, or a final disposition. In the event a student wants to appeal a decision or is dissatisfied with the outcome, an appeal can be filed.

### **Oversight of Complaint Management System**

All complaints are tracked from initial submission to final disposition and archived within Complaints/Compliments System. The Complaints/Compliments System is monitored by Malcolm X College's Ombudsman. Oversight of timely resolution of complaints through the system, in accordance with the CCC Non-Academic Student Complaint Policy is managed by a designated administrator (or Ombudsman) at each college.

For any academic and or college complaints, please refer to the Malcolm X College complaint policy found under "Quick Links" at <http://ccc.custhelp.com/app/feedback>

The PTA program director and/or the dean of health sciences are responsible for addressing the concerns raised.

### **MAINTENANCE OF ACCREDITATION**

The program director is responsible for maintenance of accreditation standards with support from program core faculty and college administration.

### **STATEMENT OF NON-DISCRIMINATION**

Malcolm X College does not discriminate based on race, color, creed, religion, national origin, handicap, age, sex, sexual orientation or marital status in admission to and participation in its educational programs, College activities, and services, or in its employment practices. The College does not tolerate sexual harassment by or of its students or employees. Inquiries regarding compliance with state or federal nondiscrimination requirements and/or sexual harassment may be directed to the Dean of Student Services. In accordance with Section 504 of the 1973 Rehabilitation Act, Malcolm X College wishes to make every effort to facilitate learning by those persons broadly defined as handicapped or disabled. Students who believe they will need assistance to participate in coursework should notify the Disability Access Center.

Please review the statement of non-discrimination at

<http://ccc.edu/departments/Pages/Annual-Notification-of-Non-Discrimination-.aspx>

**FACULTY, ADMINISTRATION,  
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## MISSION STATEMENT

The physical therapist assistant program at Malcolm X College, a contemporary institution, offers an innovative and career-focused education to students of diverse backgrounds. The program aspires to equip learners with the competencies to become licensed physical therapist assistants committed to excellence and caring in clinical practice and inspired to respond to the needs of a dynamic society.

## PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the physical therapist assistant program students/graduates will:

1. Develop knowledge and clinical skills congruent with that of an entry-level therapist.
2. Demonstrate critical reasoning skills to progress, modify, or regress physical therapy interventions within the scope of practice of the PTA.
3. Integrate evidence based and best practice to make clinical decisions.
4. Respond appropriately to maintain patient safety in all situations.
5. Design career development plans to maintain contemporary practice and state licensure.
6. Demonstrate respect for self and others of diverse backgrounds.
7. Utilize effective and non-judgmental written and verbal and non-verbal communication in interactions with patients, caregivers, peers, colleagues, and the community.
8. Demonstrate ethical behavior in adherence to all appropriate laws, policies, and procedures including scope of practice of the PTA.
9. Enhance the health and well-being of their community through commitment to social awareness and advocacy for primary and secondary disease prevention.

## INSTRUCTIONAL METHODS

The PTA program at Malcom X College uses a variety of instructional methods following evidenced-based and best practices in education placing the student at the center of the learning experience. The majority of the curriculum utilizes a team-based learning (TBL) approach with a large amount of class and laboratory time devoted to developing hands-on skills. Team based learning requires the individual student to prepare before class. Pre-class assignments are designed to build foundational knowledge through selected readings, reviewing lectures on Blackboard, and other appropriate activities. Pre-class preparation in turn frees class time for more extensive discussion and application activities instead of building foundational knowledge. TBL also places a *value* on pre-class preparation. During the beginning of each class, an initial individual readiness assurance process (RAP), typically in the form of a quiz, is given. The identical RAP is given to the team following the individual quiz. During the team RAP, there is time to debate, further foundational knowledge understanding and comprehension with peers, and reach consensus. Class debate/dialogue and faculty instruction fills identified gaps in knowledge based on the readiness assurance process. In this way, team based learning epitomizes a student-centered approach to instruction. Application based assignments as teams fulfill a large portion of the instructional time. Team reporting and instructor summary end each session (which may encompass more than one class period). As the course or semester culminates anonymous peer evaluations are completed by each team member (Michaelsen & Sweet, 2011).

In addition, some course material will be presented in lecture/demonstration format. Guest lecturers and field trips will be incorporated to enhance the classroom material. Audio-visual materials will be utilized whenever possible as an adjunct to your learning experience.

## References

Michaelsen, L. K., & Sweet, M. (2011). Team-based learning. *New directions for teaching and learning*, 2011(128), 41-51.

## **PROGRAM OUTCOMES**

### Student Retention

The faculty and college are committed to seeing each student succeed in the physical therapist assistant program. It is our expectation that students remain enrolled in the program and successfully graduate on time. We have mechanisms in place to provide students with the support necessary to accomplish this goal. The college offers many resources to promote student success.

Please find all program outcomes including graduation rates, National Physical Therapist Assistant Exam (NPTAE) pass rate, and employment rates at <http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Physical-Therapist-Assistant.aspx>. There are no outcomes at this time.

# CURRICULUM SEQUENCE

## SEMESTER ONE

ENG 101	3
HEAPRO 102	3
ESSS 101	3
ESSS 112	5

*Highly encouraged (Necessary to complete personal fitness trainer basic certificate)*

ESSS 102	2
<b>TOTAL:</b>	<b>14 (16)</b>

## SEMESTER TWO

PSYCH 201	3
PHYSICS 131	3
BIO 116	4
MATH 118	4
ESSS 103	2
<b>TOTAL:</b>	<b>16</b>

## SEMESTER THREE

PTA 110	2
PTA 140	1
PTA 150	3
PTA 160	4
<b>TOTAL:</b>	<b>10</b>

## SEMESTER FOUR

<i>1<sup>st</sup> 8 weeks</i>	
PTA 170	3
PTA 171	2
PTA 201	3
<i>2<sup>nd</sup> 8 weeks</i>	
PTA 211	7
<b>TOTAL:</b>	<b>16</b>

## SEMESTER FIVE

<i>1<sup>st</sup> 8 weeks</i>	
PTA 200	2
PTA 220	2
PTA 240	2
<i>2<sup>nd</sup> 8 weeks</i>	
PTA 260	7
<b>TOTAL:</b>	<b>13</b>

<b>PROGRAM TOTAL:</b>	<b>69</b>
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# COURSE DESCRIPTIONS

## **ENG 101: ENGLISH COMPOSITION (3 CH: 3 Lecture, 3 Contact)**

Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course.

## **HEAPRO 102: HEALTH CAREER STUDIES (3 CH: 3 Lecture, 3 Contact)**

This course introduces students to the integral knowledge and professional skills required to be successful in healthcare careers. It prepares students for the rigor of healthcare career programs. It emphasizes understanding of the professional culture, deep learning of key foundational skills, application of health information technology, and demonstration of cultural competence in interactions with others. Writing assignments, as appropriate to the discipline, are part of the course.

## **ESSS 101: PERSONAL TRAINER PREPARATION (4 CH: 3 Lecture, 2 Lab, 5 Contact)**

This course introduces the knowledge and skills necessary to practice as a certified personal trainer for a variety of client populations, including the foundations of client interaction, the assessment of physiological, functional, and biomechanical aspects of human movement in the individual, and the design and supervision of strength and aerobic individual and group exercise programs. Writing assignments, as appropriate to the discipline, are part of the course.

## **ESSS 112: FUNCTIONAL ANATOMY AND KINESIOLOGY (5 CH: 2 Lecture, 6 Lab, 8 Contact)**

This course provides an organized study of human anatomy and kinesiology, the study of human movement. A working knowledge of both human anatomy and kinesiology are fundamental to student success in programs within the Exercise Science and Sports Studies (ESSS) department. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems. Upon completion, students should be able to identify skeletal anatomy including bony landmarks and muscular anatomy including origins, insertions, nerve innervations, vascular supply, and action. The concepts of locomotion, biomechanics, forces and levers will be introduced and how these apply to functional movement.

## **ESSS 102: PERSONAL TRAINER PRACTICUM (ELECTIVE-2 CH: 1 Lecture, 5 externship hours/wk.)**

The exercise practicum provides practical experience for students enrolled in the personal trainer program. The practicum is focused on the application and synthesis of the knowledge base skills of a personal trainer in a supervised commercial, community or clinical fitness setting in order to actively engage individuals of various ages and functional abilities. The course includes a campus-based lecture series that provides review and supplemental knowledge of the personal training profession. Writing assignments, as appropriate to the discipline, are part of the course.

## **MATH 118: GENERAL EDUCATION MATHEMATICS (4 CH: 4 Lecture, 4 Contact)**

General Education Mathematics focuses on mathematical reasoning and solving real life problems, rather than on routine skills and appreciation. A maximum of four of the following topics is studied in depth: geometry, counting techniques and probability, graph theory, logic, game theory, linear programming, and statistics. The use of calculators and computers is strongly encouraged. Writing assignments, as appropriate to the discipline, are part of the course.

## **PSYCH 201: GENERAL PSYCHOLOGY (3 CH: 3 Lecture, 3 Contact)**

Historical survey of psychology and a study of the sensory and perceptual processes: learning, thinking, remembering, emotional behavior, motivation, mechanism of adjustment, and the total personality. Writing assignments, as appropriate to the discipline, are part of the course.

**PHYSICS 131: MECHANICS AND POWER (3 CH: 2 Lecture, 2 Lab, 4 Contact)**

A limited number of principles are covered with emphasis placed on applications. Writing assignments, as appropriate to the discipline, are part of the course.

**BIO 118: ANATOMY AND PHYSIOLOGY (4 CH: 2 Lecture, 4 Lab, 6 Contact)**

Laboratory studies in gross and microscopic mammalian anatomy. Lectures correlate human anatomy and physiology. Writing assignments, as appropriate to the discipline, are part of the course.

**ESSS 103: ALLIED HEALTH CLINICAL SKILLS (2 CH: 1 Lecture, 2 Lab, 3 Contact)**

This course serves as an introduction to rehabilitation professions, the basic concepts governing rehabilitation practice, and skills performed by a rehabilitation aide. Course work includes orientation to various practice settings and scope of practice for a rehabilitation aide. This includes education and training, communication, patient care, basic medical terminology, mobility, assistive devices, activities of daily living, adaptive equipment, and therapeutic exercise. Completion of this course will give the student the skills to work as a rehabilitation aide under the supervision of a physical or occupational therapist or a physical therapist or occupational therapist assistant in a variety of practice settings including hospitals, skilled nursing facilities, inpatient/outpatient rehabilitation centers, and home care. Writing assignments, as appropriate to the discipline, are part of this course.

**PTA 110: INTRODUCTION TO PHYSICAL THERAPY (2 CH: 1 Lecture, 2 Lab, 3 Contact) \*Fulfills HD requirement.**

This course introduces the field of physical therapy (PT) and foundational knowledge of topics threaded throughout the technical portion of the physical therapist assistant curriculum. These topics include, but are not limited to, the history of the profession, PT practice settings, roles and responsibilities of the physical therapist assistant (PTA), the PT/PTA relationship and other interprofessional relationships, ethical and legal considerations in PT, communication skills, cultural competence and diversity in health care, pharmacology medical terminology, documentation, basic patient safety, patient privacy/comfort, architectural barriers, recognizing and responding to emergency situations, and research and evidence based practice. Upon completion, students should be able to expand upon this foundational knowledge in subsequent courses as it pertains specifically to patient care and conditions/body systems studied. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 150: THERAPEUTIC PROCEDURES I (3 CH: 1 Lecture, 6 Lab, 7 Contact)**

This course introduces assessment and measurement techniques and mobility training commonly performed by the physical therapist assistant. In this course, students will learn the applicable foundational knowledge and clinical skills to complete anthropometric, joint ROM, muscle length, muscle strength, sensory, and balance/coordination tests and measurements. Additionally, this course will build upon foundational coursework emphasizing the underlying clinical decision making skills and technical skills for functional patient mobility including assistive device fitting, bed mobility, transfer training, gait training, stair navigation, and wheelchair mobility. Upon completion, students should be able to safely, correctly, and effectively apply and document these techniques and procedures within the plan of care and scope of practice of the physical therapist assistant under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 160: ORTHOPEDIC PRACTICE AND EXERCISE (4CH: 2 Lecture, 6 Lab, 8 Contact)**

This course introduces commonly encountered orthopedic conditions in physical therapy and effective interventions for physical therapy management. As each joint of the human body is explored, emphasis is placed on foundational principles of tissue healing, pain management, and recovery of meaningful function for the patient. Using evidence based practice as a guide, clinical decision making skills stress progression and modification of interventions. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of orthopedic conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 140: HEALTH PROMOTION AND WELLNESS I (1 CH: 1 Lecture, 0 Lab, 1 Contact)**

This course introduces the physical therapist assistant student to health promotion and wellness beginning with a reflection of self as an individual and student, as member of the interprofessional healthcare team, and subsequently the community at large. Students will identify strategies for successful navigation of the physical therapist assistant program including identifying personal strengths and weaknesses, self-reflection on health beliefs, and skills to maintain a healthy school-life balance. The second portion of the course will shift beyond self to health promotion and wellness as a member of the community and interprofessional healthcare team. Students will identify, design, and implement an interprofessional initiative to promote the health and wellness of the members of our college community. Upon completion, students should be able to implement skills to maintain a school-life balance to maintain academic success and complete a needs assessment of their environment and implement feasible initiatives aimed at promoting the health and wellness of that community. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 171: CARDIOPULMONARY AND VASCULAR PRACTICE (2 CH: 1 Lecture, 2 Lab, 3 Contact)**

This course introduces commonly encountered cardiopulmonary and vascular conditions in physical therapy. In this course, students will learn the applicable knowledge and clinical skills to complete tests and measurements related to a patient's cardiopulmonary and vascular status. Additionally, this course will further previous and foundational coursework emphasizing clinical decision making skills, proficiency with cardiopulmonary and vascular risk factor assessments, effective resistive and aerobic exercise progressions and modifications, response to emergent conditions, and wellness and prevention initiatives in the cardiopulmonary and vascular patient populations. Lymphatic and integumentary conditions, tests, measurements, and interventions are introduced as related to the cardiopulmonary and vascular systems. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of cardiopulmonary, vascular, and related lymphatic and integumentary conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 201: NEUROMUSCULAR REHABILITATION (3 CH: 1 Lecture, 4 Lab, 5 Contact)**

This course introduces commonly encountered adolescent and adult neurological conditions in physical therapy. In this course, students will learn the applicable foundational knowledge and clinical skills to complete assessment and measurements of sensation, cranial nerve and reflex integrity, cognitive functioning, hypo/hypertonicity, ROM, MMT, spasticity, coordination, and balance. Additionally, this course will further previous and foundational coursework emphasizing clinical decision making skills, proficiency with risk factor assessments, effective exercise progressions and modifications, response to emergent conditions, and wellness and prevention initiatives in neurological patient populations. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of neurological conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 170: THERAPEUTIC PROCEDURES II (3 CH: 1 Lecture, 6 Lab, 7 Contact)**

This course covers the theory and application of therapeutic modalities used in physical therapy practice. Modalities covered in this course include: superficial thermal agents (therapeutic heat and cold), ultrasound and phonophoresis, diathermy, lasers, ultraviolet, electrotherapeutics for pain management, muscle contraction, drug delivery, and tissue repair, EMG/biofeedback, traction, massage, compression therapies, aquatics and hydrotherapy. Emphasis is placed on foundational principles and mechanics from physics, physiological effects, indications, contraindications, precautions, skilled application of the modality, clinical decision making, evidence-based practice, and documentation procedures. Upon completion, students should be able to safely, correctly, and effectively apply these techniques and procedures within the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 211: CLINICAL EDUCATION I (7 CH: 40hrs/wk x 8wks)**

This full time clinical education experience (40 hours per week for 8 weeks) offers students the opportunity to gain exposure to a variety of medical and physical therapy diagnoses, develop patient care skills under the supervision of a clinical instructor (physical therapist assistant and/or physical therapist), and become an active participant in the health care team. Students will be placed in inpatient and outpatient physical therapy settings. Writing assignments, as appropriate to the discipline, are part of this course.

**PTA 200: PATHOPHYSIOLOGY AND COMPLEX SYSTEMS (2 CH: 1 Lecture, 2 Lab, 3 Contact)**

This course introduces the remaining body systems and conditions encountered in physical therapy: integumentary, endocrine, immune, hematological, gastrointestinal, genitourinary, and metabolic. For each system and its related conditions, the student will explore etiology, pathology, manifestation, medical and physical therapy treatment, and prognosis. Realistic complex patient care and multi-system involvement is explored through an integration with orthopedic, cardiopulmonary, and neurologic conditions routinely treated by the physical therapist assistant as the patient progresses through the acute care, inpatient rehab and/or SNF, home care, and outpatient physical therapy settings. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice related to conditions involving complex system interactions within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 220: PHYSICAL THERAPY ACROSS THE LIFESPAN (2 CH: 1 Lecture, 2 Lab, 3 Contact)**

This course introduces foundations for human development and movement and explores developmental changes across the lifespan. At each developmental stage, this course expands upon physical, cognitive, emotional, psychosocial, and sociocultural changes experienced by individuals and how these differences impact effective physical therapy treatment. Commonly encountered conditions will be introduced along with effective interventions. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of patient conditions experienced across the lifespan within the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 240: HEALTH PROMOTION AND WELLNESS II (2 CH: 1 Lecture, 2 Lab, 3 Contact)**

This course builds upon content of Health Promotion and Wellness I expanding upon cultural competence, service learning in a broader context as part of the interprofessional team, and continuing professional development as students prepare for the National Physical Therapist Assistant Exam (NPTE-PTA) and employment. The course will integrate classroom and clinical knowledge from throughout the course of study in the physical therapist assistant (PTA) program culminating in a health promotion and wellness initiative aimed at the improving upon the health of the immediate community. Upon completion, students as part of an interprofessional team should be able to complete a needs assessment and implement feasible initiatives aimed at promoting the health and wellness of a culturally diverse community. In addition, students will gain the knowledge and tools to successfully seek licensure and employment. Writing assignments, as appropriate to the discipline, are part of the course.

**PTA 260: ADVANCED PTA CLINICAL EDUCATION (7 CH: 40hrs/wk x 8wks)**

This terminal full time clinical education experience (40 hours per week for 8 weeks) offers students the opportunity to gain exposure to a variety of medical and physical therapy diagnoses, develop entry-level patient care skills under the supervision of a clinical instructor (physical therapist assistant and/or physical therapist), and become an active participant in the health care team. Students will be placed in inpatient and outpatient physical therapy settings. Writing assignments, as appropriate to the discipline, are part of this course.

# CLINICAL EDUCATION GENERAL INFORMATION

## CLINICAL EDUCATION IN THE CURRICULUM

The clinical education portion of the MXC PTA program consists of 2 full-time (40 hrs/week) 8 week separate experiences:

PTA 211: Clinical Education I

Fall semester, 2<sup>nd</sup> 8 weeks of semester, October-December

PTA 260: Advanced Clinical Education for the PTA

Spring semester, 2<sup>nd</sup> 8 weeks of semester, March-May

Students are required to complete one rotation in an inpatient setting and one rotation in an outpatient setting. The order of fulfilling this requirement is up to the student and ACCE. Outpatient experiences are defined as either traditional independent or hospital based outpatient practices, home health care, school based, or day rehabilitation programs. Inpatient experiences are defined as acute care, inpatient rehabilitation, SNF, or LTAC.

## DEFINITIONS, ROLES, AND RESPONSIBILITIES IN CLINICAL EDUCATION

### Clinical Site

A health care facility with a legal agreement with MXC to provide clinical experiences for PTA students.

### Clinical education experience=clinical practicum=clinical rotation=clinical affiliation

This terminology is often used interchangeably to denote the course in the PTA Program where the student participates in education at a specifically selected clinical site under the direct supervision of a clinical instructor and direction of the Academic Coordinator of Clinical Education (ACCE).

### ACCE = Academic Coordinator of Clinical Education

The ACCE is a full time faculty member employed by MXC and is responsible for development, coordination and evaluation of the clinical education program. Roles and responsibilities of the ACCE:

- Ensure only those students who meet eligibility requirements participate in clinical education
- Secure executed clinical education affiliation agreements prior to the start of the clinical experience
- Maintain active agreements with participating clinical sites
- Serve as the liaison for the student, CCCE, and CI
- Assist with problem solving and troubleshooting as requested by clinical faculty and/or students
- Function as administrator of the PTA CPI Web
- Assign final grades for the clinical experience

### CCCE= Clinical Coordinator of Clinical Education

The CCCE is employed by clinical education site to facilitate clinical education opportunities between academic institutions and the clinical facility. This person may or may not be a physical therapist or physical therapist assistant. Roles and responsibilities of the CCCE:

- Communicate with the ACCE regarding availability of placements for students
- Report any significant changes of the clinical site's clinical education program to the ACCCE
- Serve as a liaison between the CI, the student, and the ACCE
- Assign students to a qualified CI (see CI roles and responsibilities)
- Assist with troubleshooting and problem solving



- Assist with evaluation of student performance if necessary

### CI= Clinical Instructor

The CI is an employee of the clinical site who is responsible for the direct supervision of the student while on the clinical rotation. The CI is a licensed PT or PTA with at least one year of experience in the clinical area in which they are teaching. Roles and responsibilities:

- Provide an orientation for the student and review pertinent facility policies and procedures
- Supervise the student for the duration of the clinical experience
- Perform an evaluation of the student's performance using the PTA CPI Web at midterm and final weeks of the clinical rotation
- Coordinate weekly structure for the student
- Coordinate opportunities for the student to participate in direct patient care and teaching
- Coordinate opportunities for the student to observe and participate in aspects of clinical practice other than patient care
- Maintain confidentiality of information related to student evaluation
- Assist in evaluation of the clinical education program
- Ensure the student is appropriately introduced as such (PTA student or PTA intern)
- Make appropriate introductions when a student is first introduced to a patient and ask permission from the patient for the student's participation in his or her care.
- Serve as a role model of the PT-PTA relationship

## **GENERAL EXPECTATIONS**

### Student Performance

The web based Clinical Performance Instrument (CPI) for the PTA is the primary tool used by both the CI and student to assess the student's clinical performance at midterm and final.

For PTA 211: Clinical Education I, students are expected to be **at or above intermediate** for the 9 essential skill criteria and at **entry-level for the five red flag criteria** as pertain to simple patient conditions.

For PTA 260: Advanced PTA Clinical Education, students are expected to achieve an **entry-level** rating for all 14 criteria.

Other assignments that will contribute to the student's final grade in clinical education coursework are the completion of the CPI tutorial, CE weekly planning forms, assignments, and the PTA Student Evaluation: Clinical Experience and Clinical Instruction Evaluation. The ACCE will assign the student's final grade.

### Student Expectations

Students are expected to align their hours with the CI's normal working day. Students may be expected to work off hours, weekends and in some cases, holidays.

Students are expected to participate in all aspects of the CI's work responsibilities including those beyond direct patient care (documentation, administrative responsibilities, scheduling responsibilities, interdisciplinary activities, etc.).

Students are expected to demonstrate competency in skills learned prior to the clinical experience. A list of skills that have been tested prior to Clinical Education is included in this handbook.

Students, with guidance from their Clinical Instructors, are expected to reflect on their performance at the end of each week and establish goals using the Weekly Planning form as a guide. Students will scan and email this form to the ACCE each Friday.

Students are expected to adhere to all policies and procedures of the facility. Students are also expected to uphold policies set forth by Malcolm X College. Malcolm X College policies and procedures can be found in the next section of this handbook.

### Clinical Site Expectations

Clinical sites are expected to assign clinical instructors who are qualified (>1 year of experience) to provide quality clinical education to the student participating in the clinical rotation.

CIs are encouraged to review facility policies such as dress code, name badge, call-in policy for absence and any other relevant facility policies.

CIs are encouraged to provide daily verbal feedback to the student regarding performance in the clinic. This, in addition to the Weekly Planning Forms, is designed to allow for frequent feedback and open lines of communication between the student and CI.

CIs are encouraged to contact the ACCE with any questions or concerns. Early communication is encouraged, to allow for adequate resolution of any issues that arise.

## **STUDENT LEARNING OUTCOMES FOR CLINICAL EDUCATION COURSES**

### PTA 211: CLINICAL EDUCATION I

Upon successful completion of the course, students will:

1. Require less than or equal to 50% direct supervision in the clinical education setting with all patient care skills, documentation, billing, and other related job tasks involving patients with simple orthopedic, cardiovascular, pulmonary, and neurological conditions.
2. Require less than or equal to 75% direct supervision in the clinical education setting with all patient care skills, documentation, billing, and other related job tasks involving patients with complex conditions.
3. Demonstrate capability to maintain greater than or equal to 50% of a full-time PTA case-load.
4. Achieve rating of intermediate or above by demonstrating essential skills in the following criterion from the Clinical Performance Instrument (CPI) by final assessment:
  - 4.1. Cultural competence
  - 4.2. Self-assessment and learning
  - 4.3. Resource management
  - 4.4. Therapeutic exercise
  - 4.5. Therapeutic techniques
  - 4.6. Physical agents and mechanical modalities
  - 4.7. Electrotherapeutic modalities
  - 4.8. Functional training and application of devices/equipment
  - 4.9. Documentation

5. Achieve rating of entry level by demonstrating essential skills in the following criterion from the Clinical Performance Instrument (CPI) by final assessment:
  - 5.1. Safety
  - 5.2. Clinical behaviors
  - 5.3. Accountability
  - 5.4. Communication
6. Achieve rating of entry level by demonstrating essential skills in clinical problem solving criterion from the Clinical Performance Instrument (CPI) by final assessment for patients with simple orthopedic, cardiovascular, pulmonary, and neurological conditions.

**PTA 260: ADVANCED PTA CLINICAL EDUCATION**

Upon successful completion of the course, students will:

1. Demonstrates independence in the clinical education setting with all patient care skills, documentation, billing, and other related job tasks for patients with simple or complex conditions across the lifespan.
2. Demonstrate capability to maintain 100% of a full-time PTA case-load.
3. Consult with others to resolve unfamiliar or ambiguous situations.
4. Achieve rating of entry level by demonstrating essential skills outlined in the following criterion from the Clinical Performance Instrument (CPI) by final assessment:
  - 4.1. Safety
  - 4.2. Clinical behaviors
  - 4.3. Accountability
  - 4.4. Cultural competence
  - 4.5. Communication
  - 4.6. Self-assessment and learning
  - 4.7. Clinical problem solving
  - 4.8. Resource management
  - 4.9. Therapeutic exercise
  - 4.10. Therapeutic techniques
  - 4.11. Physical agents and mechanical modalities
  - 4.12. Electrotherapeutic modalities
  - 4.13. Functional training and application of devices/equipment
  - 4.14. Documentation

**LAB SKILL COMPETENCY TIMETABLE**

The following table contains a complete list of all skill checks that Malcolm X PTA students will complete in the Program and which course the skill checks will be completed in. All skill checks except for Sterile Technique and those related to Wound Care will be completed prior to Clinical Education I.

COMPETENCY	PTA 110	PTA 150	PTA 160	PTA 170	PTA 171	PTA 201	PTA 200	PTA 220	DATE COMPLETED
Infection control	X*								
Vital signs	X								
Draping and positioning	X*								
Body and lifting mechanics	X*								
Goniometry UE		X							
Goniometry		X							

LE									
Goniometry Spine		X							
MMT UE		X							
MMT LE		X							
MMT Spine		X							
Anthropometric measurement		X							
Sensory testing I		X*							
Bed mobility I		X							
Transfer training I		X							
AD fitting		X							
Gait training I		X							
Stair navigation		X							
W/C mobility		X							
Posture			X						
Therex strengthening UE			X						
Flexibility UE			X						
PROM UE			X						
Therex strengthening LE			X						
Flexibility LE			X						
PROM LE			X						
Therex strengthening Spine			X						
Flexibility Spine			X						
PROM Spine			X						
Balance intervention I			X*						
Superficial heat				X					
Superficial cold				X					
US				X					
TENS/IFC				X					
NMES				X					
Biofeedback				X*					
Traction				X*					
Manual therapy				X					
Heart and lung auscultation					X				
Peripheral pulses					X				
Breathing exercises					X				
Airway clearance techniques					X				
Aerobic exercise intervention					X				
Bed mobility II						X*			
Transfer training II						X*			
Gait training II						X			

Balance testing						X			
Balance intervention II						X*			
Reflex testing						X			
Sensory testing II						X			
Sterile technique							X		
Compression wrapping							X*		
Wound care: Assessment and measurement							X		
Wound care: Dressing change							X		

\*Denotes group skill check.

# CLINICAL EDUCATION POLICIES AND PROCEDURES

## ESTABLISHING CLINICAL EDUCATION EXPERIENCES

Clinical sites are established either by contact from the college level Director of Clinical Education (DCE) and/or the PTA program ACCE or by the clinical education site contacting the PTA program expressing an interest in working with students. Initial communication determines if forming a clinical affiliation will be beneficial to both parties. The ACCE shares with the clinical site student learning objectives, curriculum information, and accreditation status. If both parties agree to enter into a partnership, a legal clinical education agreement is completed and agreeable to both parties to establish a working clinical education relationship.

Prior to students being sent to any site, the ACCE performs an assessment to determine compatibility of the strength/needs of the site relative to the needs of the PTA Program. This is done through conversation with the CCCE or equivalent clinical site employee. Also, the Clinical Education Site Information Form will be completed and kept on file for each new site.

## MAINTENANCE OF AFFILIATION AGREEMENTS

Students will only be sent to clinical education sites where a fully executed and current affiliation agreement exists. All contracts in place for City Colleges of Chicago programs are tracked by an electronic tracking mechanism. When the contracts are 180 days from expiration the system generates an alert. The DCE at MXC contacted to initiate the contract renewal process. The ACCE keeps a copy of each clinical affiliation agreement for the PTA Program and also tracks contract expiration dates.

## COMMUNICATION WITH ESTABLISHED SITES

Communication with clinical sites is considered a high priority. The Malcolm X PTA Program understands the importance of timely and accurate communication in developing relationships with clinical facilities and clinical educators. To support an appropriate and healthy relationship with our clinical partners, the following communication plan is followed:

Requests for clinical sites will be sent out annually on March 1 to align with other PT and PTA Programs in the Chicago area. Information regarding the general objectives of each clinical rotation will be included to allow the CCCE to better determine the appropriateness of student placement for each rotation. At this time, any program updates are also sent including those related to program accreditation.

After site selection is performed and the ACCE has finalized student placements, a confirmation will be sent to the site. This will occur two to three months prior to the clinical experience.

Four to six weeks prior to the clinical experience, the student is responsible for sending the Clinical Instructor or CCCE an introductory letter and student information form. Also in this timeframe the ACCE will send the clinical site the following information: Completed health and safety requirements memo for the student assigned to the site, clinical expectations and evaluation documents, clinical education syllabi, a list of skill checks satisfactorily completed prior to the clinical, the clinical education faculty handbook, PTA CPI information, and documents relevant to PTA and student supervision.

When possible all documents exchanged between the school and clinical site will be done so electronically. However, the ACCE strives to keep record of a site's preferred method of communication and this will be honored.

Continual open communication between the student, clinical instructor, CCCE and ACCE is encouraged. Students are encouraged to meet with their clinical instructor at the beginning of each clinical experience and outline their personal goals for the experience.

Clinical instructors and students are encouraged to communicate early with the ACCE any issues that arise during the clinical rotation. The earlier issues can be discussed and managed the more likely the student is to succeed with the rotation.

## **SITE VISITS**

Site visits will be conducted during both clinical rotations around midterm of the rotation. The ACCE will be the primary person participating in the site visits, however, the program director and other qualified faculty and staff may be asked to participate as well. Phone discussions will be conducted when on-site visits are not feasible. Site visits to address significant problems with students will take precedence and priority over other site visits. Additional site visits will be scheduled as needed to address any student issues that arise.

## **CLINICAL EDUCATION SITE SELECTION**

Prior to beginning the clinical education site placement process, students will complete a clinical education mentoring sessions during the first and second semester of the program. Topics to be discussed during this session include current interests in physical therapy, personal circumstances that may impact clinical education, willingness to travel out of state for clinical rotations, career goals, work history, observation hours, personal assets to clinical education such as fluency in a foreign language, and discussion of potential clinical sites that would be a good fit for that student. Prior to each rotation, the ACCE will present to students a list and details of all available clinical sites. After review, students will be asked to provide their top three site choices. Students in most cases will be awarded their first choice except when more than one student chooses the same site. Assignment will then be based on a lottery system. The remaining students will then be assigned to their second or third choice based on availability. In circumstances where none of the students' top three requests can be honored, the ACCE will meet with the student to discuss clinical education placements. Additional considerations during student site selection will be appropriateness of the clinical education site for the current rotation, which is determined by the ACCE during a site visit or phone call with the site during the site acquisition process. The ACCE will uphold the program requirement that students must complete one inpatient and one outpatient rotation. Finally, the program expects students may be required to commute to assigned clinical site within a 65-mile radius of the college. This covers up to Kenosha, WI to the north, DeKalb to the West, and Kankakee to the south. Travel time is considered during the assignment process but cannot be a deciding factor. The student is responsible for all transportation and any lodging expenses incurred.

## **CLINICAL EDUCATION ELIGIBILITY**

### Academic Requirements

To be eligible to participate in the clinical education portion of the curriculum students must receive a final course grade of "C" or better and maintain a GPA above 2.0. Additionally, Lab Practical and Skill Competency Checks must all be passed with a grade of 75% or better to pass a course.

Safety in regards to patient care is a priority of this program. To prepare students to practice in a safe manner that minimizes risk to patient, self, and others, all skill checks and lab practicals are "pass/fail" with regards to safety elements of tasks being performed. If there is a safety violation during a lab practical or skill check, the student is required to remediate.

### Health Requirements

The Malcom X PTA Program requires students complete the following Health Requirements prior to clinical education.

1. Mandatory Titers
  - Measles (Rubeola)
  - Mumps
  - Rubella
  - Varicella
  - Hepatitis B Surface Antibody
2. 2 step TB test OR Chest X-ray OR Quantiferon- TB Gold
3. Tdap (within the last 9 years)
4. Flu Vaccine (current season)
5. 9 panel drug screen
6. Criminal Background Check
7. CPR certification- American Heart Association BLS for Health Care Provider
8. OSHA training
9. HIPAA training
10. Health Insurance
11. Health History Form
12. Healthcare Provider Release Form
13. Physical Assessment Form
14. Liability Insurance: the college provides coverage for students during scheduled clinical education in the amount of \$1,000,000/3,000,000. It is recommended that students consider individual coverage at their own expense.

All health related, drug, and background check information will be stored through the Castle Branch system to which the PD, ACCE, and student have access at any time. This information is available upon request from the clinical site. Students are expected to bring copies of all health requirements on the first day of the rotation. If a site requires additional requirements beyond those stated above, it is the student's responsibility to fulfil these requirements.

### **CLINICAL EDUCATION ATTENDANCE POLICY**

Attendance is mandatory during clinical education experiences. Students are required to maintain the schedule of their clinical instructor, including off hours, weekends, and holidays.

Unexcused absences and/or excessive tardiness will not be tolerated and may result in dismissal from the clinical education experience. It is the discretion of the ACCE if another placement is available or allowable in this circumstance.

If a student will be absent (e.g. illness) or tardy, the student is required to call the clinical instructor and ACCE (312.850.7021) prior to the beginning of the workday. Failure to do so will result in disciplinary action that may include removal from the clinical education experience. Removal from the clinical education experience may lead to the student's inability to progress within the program.

Excused absences include:

- "A student's serious illness" shall mean a condition such as pneumonia, surgery, hospital confinement, or valid documented medical reason. A physician's documentation verifying illness must be provided.
- "Death in the immediate family" shall be interpreted to mean mother, father, mother-in-law, father-in-law, spouse, child, brother, sister, grandparents, or significant other. Documentation must be provided.
- "Statutory government responsibilities" refer to such matters as jury duty or subpoena for court appearance. Documentation must be provided.
- Inclement weather – student must follow clinical education site policies.



Planned time off may be considered during clinical education experiences at the discretion of the student's CI and ACCE. No more than one planned day off during clinical education experiences is allowed. Planned time off must be discussed and approved by both the CI and ACCE *prior* to the clinical education experience. It will be at the discretion of the ACCE if time missed for any of the aforementioned reasons needs to be made up. The ACCE will make this decision with input from the CI and/or CCCE. Hands-on experience is preferred, but other activities at the discretion of the CI, CCCE, and ACCE such as simulation or written assignments may be acceptable.

## **DRESS CODE**

Students are expected to abide by the dress code of their clinical site. Identification, either by school ID or an ID provided by the site is to be worn at all times. Students should refrain from wearing shorts, skirts, low cut shirts, brightly colored under garments that are visible through clothing, poorly fitting clothing (i.e. pants that are low-riding, clothing too tight), clothes that expose a bare midriff when raising your arms (Ladies may need to wear a camisole under shirts to prevent this from occurring or either tuck in shirts.). Shoes must be closed toed, provide adequate traction, and be clean. Tennis shoes are highly recommended. Clinical sites may have additional requirements.

## **HAIR, NAILS, JEWELRY, TATTOOS, PIERCINGS AND HYGIENE**

Students are required to abide by policy and procedures of the clinical education site related to the following topics. Below are minimum requirements.

HAIR & NAILS: Nails must be short and clean. Nails should be shorter than the fingertips when observed from the palm side. There may be times both in coursework and in clinical education experiences where nail polish is not permitted. Hair should be clean and out of the way with rubber bands or hair clips as necessary.

TATTOOS: You may be asked to cover tattoos during professional activities or clinical education experiences per clinical education site policy.

JEWELRY: Jewelry should be kept at a minimum as it may be a breeding ground for bacteria or become caught in patient's clothing or hair due to the close contact required by many physical therapy techniques. No more than one ring on each finger should be worn. Dangling earrings, necklaces, and bracelets are not permitted. Excessive piercings may be required to be removed for student and patient safety.

HYGIENE: Since students work very closely with patients, physical therapy staff and other hospital personnel, it is imperative that the student maintains a high standard of personal hygiene in the clinic and lab. Poor personal hygiene will cause an unpleasant environment for everyone. Observe such basic habits as daily bathing, regular shampooing, use of deodorants, and good oral care. Avoid anything that causes bad breath, such as smoking, strong food, garlic, onions, etc. Avoid wearing strong perfume, cologne or after-shave. Instructors, patients, staff, and classmates may be allergic to any one of them and are often not permitted at clinical education sites.

## **TRANSPORTATION, MEALS, LODGING**

Students are responsible for all transportation, meals, lodging, and other expenses required during clinical education experiences.

## **DRUG AND ALCOHOL POLICY**

Drug and alcohol use is prohibited during clinical education experiences. Students are expected to behave in a manner appropriate to a place of study and learning at all times. The following kinds of behavior are contrary to those expectations and will be cause for college disciplinary action:

- Possession and/or consumption of alcoholic beverages except at an off-campus, non-school related activity where all in attendance meet the minimum age established by state law and where the location of the activity does not prohibit such beverages.
- Possession, sale, use or distribution of any narcotic drug, marijuana or other addictive or hallucinogenic

substance prohibited by law.

If the CI suspects drug or alcohol use, a toxicology screen will be requested. If the student refuses a toxicology screen, dismissal from the program will occur. If the student agrees and has a positive toxicology screen, the student will be dismissed from the program. The clinical education site in conjunction with the ACCE will determine requirements for a toxicology screen. The student will be responsible for the cost of the toxicology screening.

### **Prescription Drugs**

Students must alert the PTA program director and/or ACCE before clinical education assignment of any prescription drug use that may alter the student's mood and/or thought processes so that any potential risk to patients may be avoided. Failure to report such medication use is subject to disciplinary action including dismissal from the program.

### **VIOLENCE FREE EDUCATION AND LEARNING ENVIRONMENT**

In keeping with the City Colleges of Chicago Student Policy Manual, students shall not engage in any acts of violence, intimidation or coercion including threats of violence against any person on District property or while participating in District programs and activities. This includes behavior at all clinical sites. Failure to comply with this policy will result in disciplinary action including dismissal from the program.

### **USE OF CELL PHONE, INTERNET, and SOCIAL MEDIA**

Students are expected to comply with all policies of the PTA program and any policies and regulations of the clinical education site.

### **CONFIDENTIALITY**

Student confidentiality will be maintained by the CI, CCCE, ACCE, and/or PD during clinical education.

Students are expected to comply with all HIPAA regulations in all forms of communication including use of social media. Failure to comply with this policy will result in disciplinary action including potential dismissal from the clinical education experiences and/or dismissal from the program.

### **PATIENT RIGHT TO REFUSE**

It is the student PTA's responsibility to always introduce themselves to a patient as a student and ask for verbal consent to work with the patient. Some patients may refuse treatment by a student. In this case, it would be appropriate for the student to observe the treatment session completed by his or her CI. Alternatively, the CI may direct the student to other appropriate activities.

### **ACCIDENT AND INJURIES**

In case of an on-site accident or injury, the student must follow the policies and procedures of the clinical education site. This may include documentation of a medical release to return to work. The ACCE should be alerted of any worksite accidents or injuries. Any absences as a result of accidents or injuries will need to be made up at the discretion of the CI, CCCE, and ACCE. The student is financially responsible for any costs related to accident or injury.

### **INCIDENT REPORTING**

Students must follow all incident reporting policies and procedures of the clinical education site should an adverse event occur. If such an event occurs, the student should notify the CI and ACCE immediately. The student should provide a copy of the incident report to the ACCE.

### **GRADING**

The details of grading for each clinical education experience are outlined in the course syllabi PTA 211 and 260.

The web based Clinical Performance Instrument (CPI) for the PTA is the primary tool used by both the CI and student to assess the student's clinical performance at midterm and final and will account for 60% of the student's final grade. The CPI includes 14 performance criteria areas for which the student will be evaluated. These 14 performance criteria include 9 essential skills criteria and 5 red flag criteria. For each criterion the student's performance is rated as beginning performance, advanced beginner performance, intermediate performance, advanced intermediate performance, or entry-level performance. Additionally, comment boxes provide an opportunity to share examples of emerging skills, strengths, or challenges in particular areas. For PTA 211: Clinical Education I, students are expected to be at or above intermediate for the 9 essential skill criteria and at entry-level for the five red flag criteria as pertain to simple patient conditions. For PTA 260: Advanced PTA Clinical Education, students are expected to achieve an entry-level rating for all 14 criteria. Other assignments that will contribute to the remaining 40% of the student's final grade in clinical education coursework are the completion of the CPI tutorial, CE weekly planning forms, additional assignments, and the PTA Student Evaluation: Clinical Experience and Clinical Instruction Evaluation. The ACCE will assign the student's final grade.

## **GRADING POLICY AND MAINTENANCE OF GOOD ACADEMIC STANDING**

GRADE	VALUE	DESCRIPTION	GRADE POINTS
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Average	2
D	60-69	Below Average	1
F	<60	Failure	0

Students enrolled in the PTA program must receive a final course grade of "C" or better and maintain a GPA above 2.0 to continue to progress through the program. Additionally Lab Practical and Skill Competency Checks must all be passed with a grade of 75% or better to pass a course. Failure to do so will result in suspension from the PTA program.

## **EARLY TERMINATION OF CLINICAL EDUCATION EXPERIENCES**

A number of reasons may lead to early termination of the student's clinical education experience. The CI, CCCE, and ACCE will determine if cause exists to terminate the clinical education experience. Termination decisions are final. No partial credit will be given for terminated clinical education experiences. Termination of a clinical education experience may lead to dismissal from the program.

The following reasons may lead to early termination of clinical education experiences:

- Failure to abide by college or facility policies, procedures and regulations
- Unexcused absences and/or tardies
- Excessive excused absences and/or tardies
- Behavior that jeopardizes safety of patients, colleagues, or self
- Unethical behavior as defined by PTA Code of Ethics or facility
- HIPAA violation
- Violation of state PT Practice Act
- Drug or alcohol use
- Violence or criminal activity
- Vandalism, abuse, stealing of clinical equipment
- Consistently poor clinical judgment
- Consistently poor performance on PTA CPI red flag criteria

## REMEDICATION OF CLINICAL EXPERIENCES

If a student's performance results in a failing grade for the clinical rotation, the ACCE will arrange a remedial experience. The student will be placed in a setting which allows for the appropriate supervision, remediation and practice of the deficient skills and behaviors. Prior to beginning the remedial experience, the ACCE, in conjunction with the student, will establish a learning plan and contract to clearly identify the deficient skills and/or behaviors. The learning contract and plan will be shared with the CCCE and CI of the remedial experience. CI's are asked to incorporate the learning plan into the remedial experience with assistance from the ACCE as necessary. The duration of the remedial experience will be at the discretion of the ACCE.

Students will be allowed one remediation attempt per clinical experience. If at the completion of the remedial experience, the student has not meet expectations, he/she will be suspended from the Program. Timely completion of a remediation experience for CE I is imperative for a student to progress to the next semester of the program. Failure to complete CE I prior to the start of the 3<sup>rd</sup> semester of the program will result in suspension from the program. Readmittance to the program is on a case by case basis. See Readmittance Policy.

If a student fails the Advanced PTA Clinical Education experience, this may prohibit the student from graduating on time. The student will be placed in a remedial experience as described above. If the student is unable to successfully complete the remedial experience, he or she will be suspended from the Program.

## SUSPENSION

Students who do not maintain good academic standing at the end of each semester will be suspended from the program. There is no guarantee that a student who is suspended from the program for failure to maintain good academic standing will be readmitted into the program the following year. Please see readmittance policy below.

## WITHDRAWAL

If a student withdraws from a course, the student will no longer be allowed to progress in the program. It is strongly encouraged that a student meet with their college advisor and the program director prior to making this decision. There is no guarantee that a student that withdraws from coursework will be readmitted into the program the following year. Please see readmittance policy below.

## DISCIPLINARY HEARINGS AND APPEALS PROCESS

Policy and procedures regarding disciplinary hearing and student appeals process is outlined in the Academic and Student Policy Manual for violations of the student *Standards of Conduct*.

## READMITTANCE

Re-admittance into the program is NOT automatic. **Only students who were suspended or withdrew** from the program will be allowed to apply for readmission into the program.

### Students Dismissed from the Program

Students dismissed from the program **will NOT** be allowed re-admittance into the program.

### Withdrawal, Suspension or Failure to Progress

Due to the nature of the progression of course work (and the progression policy) students who leave the program prior to completion cannot re-enter the program until the following year. If the student is suspended in the summer semester (first semester of technical year of PTA program), the student will be required to reapply to the program. If the student withdraws within the summer semester (first semester of the technical year of the PTA program), the student will be required to complete the program in its entirety beginning with the summer semester (first semester of the technical year of the PTA program). If the student is suspended or withdrawals within the fall or spring semesters (second and third semesters of the technical year of the PTA program), the student will be

required to demonstrate retention of knowledge and skills prior to re-entering the program and may be required to repeat previous coursework. If it is determined that the student must re-take coursework, the student is responsible for all tuition costs.

## **GRIEVANCES**

### Student

The student should first attempt to address any concerns/issues/complaints involving the CI, CCCE, or others at the clinical education site directly with the persons involved in a professional manner. In the event that the student cannot seek resolution with the person directly, the student should contact the ACCE to consider how best to handle the situation.

### Clinical Instructor

The clinical instructor should first attempt to address any concerns/issues/complaints involving the student with the student directly. If resolution is not achieved, the CI should elevate the concern to the CCCE if applicable. In the event that the CI and CCCE cannot find resolution with the student, the grievance should be brought to the ACCE. The ACCE can help to seek resolution and if necessary implement alternative solutions, such as reassignment of the student.

The ACCE is available to all parties at all times to help consider how to best manage any concerns/issues/complaints that arise during a clinical rotation.

## **SPECIAL SERVICES: STUDENTS WITH DISABILITIES/ACCOMMODATION**

No qualified individual with a disability shall, by reason of such disability, be academically dismissed from participation in or be denied the benefits of its services, programs or activities, or be subjected to discrimination. CCC's goal is to promote equality of opportunity and full participation in our services, programs and activities. CCC endeavors to provide reasonable accommodations to qualified individuals in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and all pertinent federal, state and local anti-discrimination laws. Students who believe they have a need for disability accommodations are responsible for requesting such accommodation(s) and are responsible for providing all requisite documentation to verify eligibility to the Disability Access Center (DAC). DACs ([www.ccc.edu/DAC](http://www.ccc.edu/DAC)) will provide reasonable accommodations for qualified students with disabilities as required by law.

The Disability Access Center (DAC) serves as CCC's point of contact and coordination for students with disabilities. The DAC provides a wide range of services and assistance to ensure students with disabilities are able to achieve their maximum potential. The short-term goal is to help students with disabilities succeed in their academic pursuits. Long-term, DAC services are designed to assist students make the transition from college to work. DAC is located in room 1302. Contact DAC at 312-850-7342. For more information, visit <http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Disability-Access-Center.aspx>

## **SUPERVISION**

All clinical facilities are expected to provide direct supervision to students in order to ensure patient safety and enable the student to be successful in the clinical rotation. Supervision must be in accordance with the state practice act and third party payer requirements. All students require on-site supervision by a licensed physical therapist or a physical therapist/physical therapist assistant team. The majority of supervision should be from the student's assigned clinical instructor. If the clinical instructor is unavailable, another licensed PT or PTA who is on-site must be assigned to that student for that time period. If there is no PT in the building for part of a day when the student is on their clinical experience, the student may perform non-patient care clinic duties such as chart

reviews, assignments on reference materials, documentation, in-service preparation, and observation of other health care practitioners. Students should contact the ACCE immediately if supervision does not follow these guidelines.

# CLINICAL EDUCATION EVALUATION

## EVALUATION OF STUDENT CLINICAL PERFORMANCE

The primary tool used to evaluate student performance during clinical education will be the Physical Therapist Assistant Clinical Performance Instrument (PTA CPI Web). A formal, completed, and signed midterm and final evaluation using the PTA CPI Web are expected from the student and CI within 1 working day of the date of midterm and the final day of the clinical experience. The ACCE assigns final grades for the clinical experience. Evaluative comments and scoring utilizing the PTA CPI account for 60% of the student's final grade and the remaining 40% is determined by completion of required assignments. Details are outlined in the course syllabus for each experience.

At a minimum, the CI should provide daily verbal feedback to the student regarding performance in the clinic. The student, with his/her CI, will complete a weekly planning form to reflect on performance during the current week and to create goals for the upcoming week. This form can be found on the Malcolm X College PTA Program's Website.

## USE OF THE PTA CPI WEB

Before using the PTA CPI Web for the first time, the students and CIs must take the on line training course. This purpose of this course is to provide standardized training on the use of the PTA CPI instrument.

Instructions for completing the training course as well as a user guide for completing the CPI Web can be found on the Malcolm X College PTA Program's Website.

As a reminder, no patient identification is to be put in the comments section of the CPI. HIPAA rules apply.

## STUDENT PERFORMANCE EXPECTATIONS

At the completion of **Clinical Education I**, the expectation is that students are performing at an **"Intermediate"** level on all applicable criteria according to the CPI Web definitions with no significant concerns or critical incidences.

Intermediate is defined as: "A student who requires direct personal supervision less than 50% of the time working with patient's with simple conditions, and 75% of the time working with patients with complex conditions; At this level the student is proficient with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex tasks, clinical problem solving and intervention/data collection; The student is **capable of** maintaining 50% of a full-time physical therapist assistant's patient care workload."

At the completion of **Advanced PTA Clinical Education**, the expectation is that students are performing at **"entry-level"** on all applicable criteria according to the CPI Web definitions with no significant concerns or critical incidences.

Entry-level is defined as: "A student who is **capable of** completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist. At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection. The student consults with others to resolve unfamiliar or

ambiguous situations. The student is **capable of** maintaining 100% of a full-time physical therapist assistant's patient care workload in a cost effective manner with the direction and supervision of the physical therapist.”

Definitions of all Rating Scale Anchors can be found on the Malcolm X College PTA Program's Website.

## **COMPONENTS OF THE CPI WEB**

This section is meant to serve as a quick overview of the components of the CPI. CIs and students can use this as a reference, but should be familiar with the full contents of the CPI.

**PERFORMANCE CRITERIA:** There are 14 performance areas to be evaluated. These areas are essential behaviors of the entry-level PTA. Students must progress along the continuum for each performance criteria for each clinical affiliation.

**ESSENTIAL SKILLS:** located in the grey box below each performance criteria

**RED FLAG ITEMS:** The first 5 performance criteria are considered foundational elements in clinical practice. Red Flag criteria include: Safety, Clinical Behaviors, Accountability, Communication, and Clinical Problem Solving. The ACCE should be notified immediately if students are having difficulty with any red flag item. If issues are not resolved quickly, the following may be considered: remediation activities, extended clinical experience, putting in place a learning plan/contract, failing grade for the clinical experience, dismissal from the program in the case of previous issues.

**SIGNIFICANT CONCERNS BOX:** To indicate at both mid-term and final evaluation that the student's performance is unacceptable. If checked, the CI must provide written comments that support the assessment of unacceptable performance/behavior.

**COMMENTS:** Allow the CI and student to elaborate on the rating provided along the continuum. Comments with specific examples are encouraged for all performance criteria to justify why the student was rated where he/she was on the rating scale. Comments will be used by the ACCE to assist in determining final grades. Comments should be based on the 5 performance dimensions: supervision/guidance, quality, complexity, consistency, efficiency. Definitions of Performance Dimensions can be found on the Malcolm X College PTA Program's Website.

## **CLINICAL EDUCATION SITE AND FACULTY ASSESSMENT AND DEVELOPMENT**

Criteria for Clinical Instructors is as follows: 1) the CI is a PT or PTA, 2) the CI is licensed in the state that the clinical experience is being conducted, 3) the CI has at least one year of experience in the practice setting where the clinical experience is being conducted.

Evaluation of the clinical education faculty occurs primarily during site visits performed by the ACCE during Clinical Education I and Advance PTA Clinical Education. If face-to-face communication is not possible, the ACCE will schedule a phone conference. During the site visit, the ACCE assesses the clinical education experience through observation, discussion, and completion of an onsite visit survey. The ACCE will provide onsite mentoring as needed and follow up after the visit with any resources that were discussed. Some examples of onsite mentoring provided include: student supervision, PTA supervision, mentoring the PT-PTA relationship, scope of practice of the PTA, PTA educational content, facilitating clinical reasoning, time management with students, challenging the exceptional student, and use of the PTA CPI Web.

Students are also asked to evaluate the clinical site and clinical instructor using the APTA's *Student Evaluation: Clinical Experience and Clinical Instruction Evaluation* form. CIs and CCCEs may request a copy of this evaluation from the student or the school. This document can be found on the Malcolm X PTA Program's website.



Clinical education faculty will be asked to complete a survey of the Malcolm X PTA Program following each clinical rotation for which the site is used. This survey will allow the Program to gather additional information about the clinical experiences being offered at the site and allow the site to give valuable feedback to the Program regarding student performance, curriculum, etc. Sites, however, are always encouraged to be in open communication with the program.

Based on feedback from on-site visits, the clinical education survey, CPI Comments, and the *Student Evaluation: Clinical Experience and Clinical Instruction Evaluation* form, the Program plans to implement in-services or presentations open to all clinical education faculty. These in-services will serve to address needs common to many clinical sites as well as needs of the Program.

### **CLINICAL INSTRUCTOR AND CCCE SELF-ASSESSMENT**

Clinical Instructors and CCCEs are encouraged to perform a program evaluation and self-assessment upon the completion of the clinical experience using the APTA's *Self-Assessment for Clinical Instructors*. The ACCE can provide this document to sites upon request and is available to review assessments with the clinical education faculty to help develop plans for improvement.