



# INSTRUCTIONAL PACKAGE

PTH 276

Physical Therapy Practicum II

Effective Term  
Fall/2019

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201910

COURSE PREFIX: PTH 276

COURSE TITLE: Physical Therapy Practicum II

CONTACT HOURS: 40 hours/week x 7 weeks

CREDIT HOURS: 6

### **RATIONALE FOR THE COURSE:**

This course gives rotation through a clinic offering the student an opportunity to put into practice the skills and techniques taught in previous course work.

### **COURSE DESCRIPTION:**

This course includes a practicum experience in a clinical setting using advanced skills under the supervision of a licensed physical therapist and/or a licensed physical therapist assistant.

### **PREREQUISITES/CO-REQUISITES:**

A grade of C or higher in all previous PTH courses.

#### HIPPA Training

Purpose: To ensure confidentiality of patient protected health information to which students have access in the course of their clinical education experiences. The ACCE will review and reinforce training regarding HIPPA standards and regulations to all students involved in the clinical educational experiences. Students will sign a Confidentiality Form that states the date of the training. Signed forms will be kept in the student's permanent file. A student who does not receive HIPPA training will not be allowed to participate in clinical education experiences.

#### OSHA Training

Purpose: To protect the student from health hazards associated with blood borne pathogens. To prepare students for clinical education experiences which require that students are in compliance with Occupational Health and Safety Administration guidelines. Students will attend an annual OSHA/Blood Borne Pathogens training session. The ACCE will arrange and provide Blood Borne Pathogens instruction to all students enrolled in clinical education annually. Students will sign a form with the date of the training. Forms will be maintained by the ACCE in the student's permanent file.

Students who do not complete OSHA/Blood borne Pathogen training will not be able to participate in clinical education experiences.

### CPR Certification

Purpose: To ensure that all students are certified in Cardiopulmonary Resuscitation (CPR) prior to entering a clinical education experience. All students must complete a CPR certification course prior to entering a clinical education experience and provide documentation of same. The student is responsible for any expenses related to CPR training. A student who does not submit appropriate documentation to verify CPR certification prior to scheduled clinical education experiences will not be permitted to participate in the clinical education portion of the program.

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

#### Liability Insurance

All students must be covered by liability insurance before being allowed to enter the clinic. Proof of insurance must be documented before the student will be admitted to clinic and must be kept in the clinic papers folder.

#### Health Requirements

As a Physical Therapist Assistant student you are involved in clinical instruction. You may be at risk for exposure to infectious or communicable diseases, including but not limited to illness common in childhood (measles, mumps, rubella, and chicken pox), hepatitis B, and tuberculosis. It is important that you have a current physical and documentation for common vaccinations received in childhood, along with a negative TB results (must provide documentation of negative TB results in past year), current flu vaccination, current status for hepatitis B vaccinations and a Tdap (tetanus, diphtheria, and pertussis) shot to meet the standards of fieldwork centers. This requirement is for your health and safety and that of the patients/clients served by the institution.

### **BACKGROUND CHECK AND DRUG TESTING REQUIREMENTS:**

Procedure: All clinical sites require the student to pass criminal background investigation and drug testing prior to or at the beginning of the clinical assignment. In addition, students may be required to take a drug test at any time during a clinical rotation.

#### Student Travel

Students can expect to travel to a variety of clinical sites within a 100-mile radius of HGTC. Students are responsible for their individual travel to and from the HGTC campus or to any

assigned clinical experience or field trip, see policy # 8.1.1. Field Trips/Student or Group Travel Policy revised 06-19-2013

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

### **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **PROGRAM LEARNING OUTCOMES**

After successful completion of the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the Student and Clinical Manual. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

1. Student will be able to review the plan of care established by the physical therapist in order to select, implement and modify treatment interventions within the parameters of the physical therapy plan of care prior to initiating patient/client intervention with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
2. Student will provide safe interventions as directed in the physical therapy plan of care and supervised by the physical therapist with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
3. Student will demonstrate the ability to defer an intervention to the supervising physical therapist or clarify the intervention when necessary based on the students personal

- capabilities and limitations by verifying one's own skill level to ensure the safety of the patient with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
4. Student will be able to delegate and supervise clinic tasks, within the scope of practice of a PTA, to support staff with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  5. Student will provide effective instruction to the patient/client and others to achieve the goals and outcomes as described in the physical therapy plan of care with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  6. Student will accurately collect data to quantify the patient's/client's response to interventions as directed and supervised by the physical therapist with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  7. Student will complete accurate and timely documentation that follows professional guidelines, healthcare system, and physical therapy facility policies in a timely manner, using legible and concise language with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  8. Student will respond effectively to patient/client and environmental emergencies in the work setting with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  9. Student can expressively and receptively communicate in a culturally competent manner with physical therapists, patients/clients, family members, and caregivers, other health care providers, students, interdisciplinary team members, administrators, payers, and consumers with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  10. Student can effectively educate others using teaching methods that commensurate with the needs of the learners with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  11. Student can educate others about the role of the physical therapist assistant with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  12. Student complies with facility procedures and payer regulations consistent with

- the health care delivery system and the practice setting with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
13. Student adheres to federal and state legal practice standards and institutional regulations related to patient/client care and fiscal management with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  14. Student acts in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers and payers with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  15. Student acts in a respectful manner and can modify his/her behavior during patient or colleague interaction with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  16. The student places patient's/client's needs above the physical therapist assistant's self-interests with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  17. The student exhibits compassion, caring, and empathy in providing services to patients/clients with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  18. The student promotes active involvement of the patient/client in his or her care with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  19. The student demonstrates compliance with the scope of practice of a physical therapist assistant in both legal and ethical dimensions by demonstrating professional behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
  20. The student supports and participates in organizations and efforts that promote physical therapy with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)

21. The student values and supports the physical therapy profession in society and demonstrates citizenship with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
22. The student participates in discharge planning and follow-up as directed by the supervising physical therapist with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)
23. The student demonstrates the ability to self-reflect on strengths and weaknesses for career development and lifelong learning opportunities with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision making)

## **STUDENT UNIT LEARNING OUTCOMES PER MODULE**

Weekly student learning outcomes will vary to meet the overall course learning outcomes per clinical site. The student will develop an individual plan of action with his or her clinical instructor to meet the course learning outcomes.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **General Education Outcomes**

This course fulfills the following General Education Outcomes through the Clinical Assessment Tool. Upon completion of this course, students will be able to:

Communicate effectively;  
Think critically;  
Self and professional development.

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Clinical Performance Assessment 75%

Additional Assessment 25%

- Student Strengths/Weaknesses
- Student Reflective Journal

- Weekly Log Sheet
- Self – Assessment of the Clinical Assessment Tool (Midterm and Final)
- Weekly Summary form of Goals
- Site Evaluation
- Thank you Letter

Total: 100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

### **GRADING SYSTEM:**

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F= below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

### **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**



**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

## Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities.

Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

### **Title IX Requirements**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are

licensed mental health professionals (only as part of their job description such as counseling services).

<p><b>Inquiries regarding the non-discrimination policies:</b></p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p><b>Dr. Melissa Batten, VP Student Affairs</b>  <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway          Campus          PO Box 261966, Conway, SC 29528-6066          843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, VP Human Resources</b>  <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus          PO Box 261966, Conway, SC 29528-6066          843-349-5212  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>

## INSTRUCTOR'S COURSE INFORMATION SHEET

### PART I: INSTRUCTOR INFORMATION

<b>Instructor Name:</b>	<i>Samantha Martel, MPT, DPT</i>
<b>Campus Phone Number:</b>	<i>843-477-2075</i>
<b>College Email Address:</b>	<a href="mailto:Samantha.martel@hgtc.edu"><u>Samantha.martel@hgtc.edu</u></a> <i>Email Policy: I will return emails within 2 business days of receipt</i>
<b>Office Location:</b>	<i>Grand Strand Campus Speir Building 1000 Room 1282B</i>
<b>Office Hours/Availability:</b>	<i>Posted in Wavenet and on office door</i>

### Part II: Course Schedule and Assessments

<b>Dates:</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <i>Review Student Strengths and Weaknesses Form with CI and have CI sign the form by Friday</i></li> <li>• <i>Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</i></li> <li>• <i>Submit Journal Entry 1 in Trajecsysto by Sunday at 11:30 p.m.</i></li> <li>• <i>Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</i></li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• <i>Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</i></li> <li>• <i>Submit Journal Entry 2 in Trajecsysto by Sunday at 11:30 p.m.</i></li> <li>• <i>Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</i></li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• <i>Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</i></li> <li>• <i>Submit Mid-Term Self Evaluation of Clinical Assessment Tool in Trajecsysto CI by Friday</i></li> <li>• <i>Complete Mid-Term Evaluation of CI on the Form: Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction by Friday</i></li> <li>• <i>Submit Journal Entry 3 in Trajecsysto by Sunday at 11:30 p.m.</i></li> <li>• <i>Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</i></li> </ul>

<b>Dates:</b>	
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</li> <li>• Submit Journal Entry 4 in Trajecsysto by Sunday at 11:30 p.m.</li> <li>• Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</li> <li>• Submit Journal Entry 5 in Trajecsysto by Sunday at 11:30 p.m.</li> <li>• Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</li> <li>• Submit Journal Entry 6 in Trajecsysto by Sunday at 11:30 p.m.</li> <li>• Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Submit Final Self Evaluation of Clinical Assessment Tool in Trajecsysto CI by Friday</li> <li>• Complete the Form: Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction by Friday</li> <li>• Submit Weekly Summary in Trajecsysto CI on Friday, completed in full sentences and specific</li> <li>• Submit Journal Entry 7 in Trajecsysto by Sunday at 11:30 p.m.</li> <li>• Submit Weekly Log Sheet in Trajecsysto by Sunday at 11:30 p.m.</li> </ul>
	<p>**All items must be submitted in Trajecsysto at the due dates noted above and the following items must be turned into the ACCE the Monday following completion of the clinical rotation:</p> <ol style="list-style-type: none"> <li>1. Student Strengths and Weaknesses Form with CI signature</li> <li>2. Thank you letter to the CI</li> </ol>

## **EVALUATION OF REQUIRED COURSE ASSIGNMENTS**

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

### **Makeup Assignments (Journals, Weekly Summaries, weekly log sheets, self-**

**assessments, site evaluation, and Thank you Letter)**

- Late assignments: Per the instructor’s discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.
- Missed Assignments: Students are allowed to miss only one assignment during the clinical rotation. Missing more than one assignment may result in failure of the clinical rotation.

\*\*The instructor reserves the right for discretion on the above policy on a case by case basis.

**EVALUATION:**

<b>Grade</b>	<b>Weighted Percentage of Grade ** Overall course Percentage of grade will be determined by weighted assignments below.</b>
Clinical Performance Assessment: The clinical evaluation tool was developed by HGTC physical therapist assistant faculty for the CI to assess the student’s clinical behavior and performance formative and summative. The grade will be determined by the average score rated by the CI. The student must receive an average score of 3.6 (90%) on their clinical assessment to pass this course. In addition the student must receive a 4 on the designated safety criteria and behavioral foundational elements in clinical practice. Failure to achieve a 4 on the designated safety criteria and behavioral foundational elements in clinical practice, regardless of the average overall score, will result in failure of this clinical. Each student will receive formative and summative evaluation from their CI upon his/her performance in the clinic. This assessment will be based upon the objectives for this course. The CI will complete a written formative and summative evaluation for midterm and a final evaluation for each student. Clinical performance assessment is weighted at 75% of the grade	75%
<u>Student Strengths/Weaknesses Prior to Final Clinical Rotation</u> : The purpose is for the student to reflect on the prior clinical experience (PTH 253) and perform a self-evaluation to set goals for the final clinical experience. The form must	25%

be submitted and approved by the ACCE prior to the first day of the final clinical rotation. The student will take the form to the CI and discuss on the first day during clinical orientation. The form must be signed by the CI in the first week of clinical and returned to the ACCE at the end of the clinical rotation.

Student Reflective Journal: Purpose is to promote the development of reflective practice. Requirement is for the student to write one entry per week into his/her journal. Entries should be creative and reflective. No partial credit will be awarded.

Weekly Log Sheet: The purpose is for the student to document what data collection and interventions are performed in the clinical setting. The log must be completed at the end of each week.

Clinical Performance Self-Assessment: The purpose is for the student to be able to self-reflect on progress toward course objectives and share his/her input with CI and ACCE. Self-assessment will be completed 100% with comments and markings and student will reflect learning experience to learning objectives. Failure to complete self-assessment in full will result in deduction of total points. No partial credit will be awarded.

Weekly summary forms of goals: The purpose is for student and the CI to identify strategies that will improve success during the clinical education experience. The student will identify, document, and submit weekly objective behaviors to CI. CI will review and provide the student with feedback concerning the weekly goals as well as the strategies identified to achieve the goals. The CI will add comments/goals as necessary and sign the form. No partial credit will be awarded.

Site evaluation: The purpose is to provide feedback regarding the overall effectiveness of clinical education experiences and available opportunities at that site and serve as a resource for future students seeking a clinical education experience at that site. The student completes the Physical Therapist Assistant Student Evaluation: Clinical Experience

<p>and Clinical Instruction form. The form is available online from the APTA and a copy will be provided by the ACCE. No partial credit will be awarded.</p> <p><u>Thank you letter:</u> The Student will recognize the dedication that clinical faculty provide to the academic program and their education. Failure to complete will result in decrease in total points. Student must turn in copy of the letter to ACCE. No partial credit will be awarded.</p> <p>Students will not be allowed to substitute other activities (reports, homework, etc.) to count in place of any of the stated criteria. (This means there will be no extra credit offered.) The tools utilized in this course are designed to measure the extent to which the student has mastered course materials, students should not expect there to be any “curving” of grades.</p>	
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**PART III: CLINICAL EDUCATION ATTENDANCE**

The student in clinical rotations is expected to adopt the working hours of the clinical supervisor.

Completion of full clinical hours is required to pass the clinical rotation. No more than 10% of the clinical hours may be made up at the discretion of the ACCE and Clinical Instructor.

Clinical absences in excess of 10% of the total hours required or failure to make up the allowed 10% will result in a grade of “unsatisfactory” for clinical and a failing grade for the course.

A clinical education tardy is defined as missing 1 to 10 minutes of scheduled clinical education.

For a four week clinical rotation, the student may not have more than two tardies and for a seven week clinical rotation the student may not have more than three tardies. Missing more than the allowed number of tardies may result in removal from the program.

The student is expected to attend the clinic during regularly scheduled hours of operation. In some instances, this may require late/ evening, weekend hours and holidays.

The student will report to the clinic prior to the designated start time as established by the CI



and ACCE. If for some reason the student is unable to arrive at the clinic by the designated start time, the student must notify the instructor and ACCE prior to the start of clinic.

Attendance throughout the Clinical Education Experience ensures maximum student participation in professional growth and development. Absences for non-emergency nature can limit the student's educational experience in the clinic. No student may have any unexcused absence during a clinical education experience.

An unexcused absence is when a student is not present during a scheduled clinic day and has not obtained prior permission from either the CI or the ACCE. The Clinical Instructor and the ACCE will determine the reasonableness of the excuse.

Students should schedule all non-emergency appointments (dentist, doctor, other) outside of clinical hours. Students are not to leave clinical sites early for work. Work schedules must not interfere with clinical time. In the event of a conflict, the clinical takes precedence.

A student may request accommodations for clinical education schedules but accommodations are not automatic and are dependent on the clinic and clinical instructor schedules.

**MAKE-UP TEST POLICY:**

See section: EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework and Documentation)