



# **SAN JACINTO COLLEGE SOUTH**

## **PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM**

### **CLINICAL HANDBOOK**

Revised: July 12, 2017

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## PURPOSE OF CLINICAL HANDBOOK

To provide general information and guidelines to the student, the clinical instructor and other staff at the clinical sites in hopes of creating a seamless transition between the college didactic course work and the clinical experience.

The PTA program reviews and updates the PTA Student Handbook annually. Throughout the academic year, the faculty and program director keep notes (in the Departmental Meeting Minutes) on policies and procedures that need to be added or changed. Every new policy applied to the Physical Therapist Assistant Program is cross-reference with the institutional policies. Significant additions or changes are presented to the Advisory Board Committee for approval. Changes are then made to the manuals and redistributed at the beginning of the following academic year.

## INTRODUCTION

San Jacinto Community College District is a public community college in East Harris County, Texas, which serves a district defined by the combined areas of these independent school districts: Channelview, Clear Creek, Deer Park, Galena Park, La Porte, Pasadena, and Sheldon, as well as portions of Clear Creek and Humble. The college is accredited by the Commission on Colleges of Southern Association of Colleges and Schools to award the associate degree.

San Jacinto College District is committed to equal employment opportunity. As provided by this policy and to the extent provided by applicable law, no person including students, faculty, staff, and temporary workers will be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the San Jacinto College District on the basis of sex, disability, race, religion, color, age, national origin, or veteran status.

San Jacinto College District meets the needs of its community through high-quality education. As part of this mission, Quality Enhancement Plan (QEP) encourages students to read their textbook and course material carefully to succeed in their classes and realize their personal and educational goals.

The Physical Therapist Assistant Program strives to promote congruent mission, vision and values statements with our college. Professionalism is the cornerstone of our program and our vocation. Our philosophy can be reiterated in the

American Physical Therapy Associations' Code of Ethics for the Physical Therapist, Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Professional Conduct, and Guide for Conduct of the PTA, at [www.apta.org](http://www.apta.org). The PTA program complies with the Executive Council of Physical Therapy and Occupational Therapy Examiners. San Jacinto College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The PTA Program at San Jacinto College is accredited by the Commission on Accreditation in Physical Therapy Education (111 North Fairfax St., Alexandria, VA 22314-1488; telephone: (703) 706-3245); email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

American Physical Therapy Association (APTA)  
1111 North Fairfax Street  
Alexandria, VA 22314-1488  
(703) 684-APTA (2782)  
[www.apta.org](http://www.apta.org)

Executive Council of Physical Therapy and Occupational Therapy Examiners  
333 Guadalupe, Suite 2-510  
Austin, TX 78701-3942  
(512) 305-6900  
[www.ecptote.state.tx.us/](http://www.ecptote.state.tx.us/)

Commission on Colleges of Southern Association of Colleges and Schools  
1886 Southern Lane  
Decatur, GA 30033-4097  
(404) 679-4501  
[www.sacscoc.org/](http://www.sacscoc.org/)

## 1. FACULTY/STAFF DIRECTORY

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281-922-3476  
[www.sanjac.edu/physical-therapy](http://www.sanjac.edu/physical-therapy)

## MISSION STATEMENTS

## **COLLEGE**

Our mission is to ensure student success, create seamless transitions, and enrich the quality of life in the communities we serve.

## **PROGRAM**

The mission of the Physical Therapist Assistant Program is to provide successful and competent para-professionals who possess the knowledge, skills, and attitudes necessary to succeed in the profession in a variety of health care settings under the direction of a Physical Therapist. The graduate will have a commitment to self-directed lifelong learning; and be of service to man, the community and society.

# VISION STATEMENTS

## **COLLEGE**

San Jacinto College will be the leader in educational excellence and in the achievement of equity among diverse populations. We will empower students to achieve their goals, redefine their expectations, and encourage their exploration of new opportunities. Our passions are people, learning, innovation, and continuous improvement.

## **PROGRAM**

The Physical Therapist Assistant Program will develop educational excellence in physical therapy and bring to the program students from diverse backgrounds, locations and cultures. All students will have the opportunity to explore their unique interests with the support and encouragement of staff and faculty. Our desire is to create an environment to instill critical thinking, ethical behavior, and compassionate treatments in the classroom and on clinical rotations.

# VALUES

## **COLLEGE**

Integrity: Ethical and Professional: “We act in ways which instill confidence and trust.”

Excellence: In Everything We Do: “We achieve quality results in everything we do.”

Accountability: It’s Up to Us: “We take responsibility for our commitments and outcomes.”

Innovation: Lead the Way: “We apply knowledge, skill, insight, and imagination to recognize opportunities, solve problems, and recommend new solutions.”

Sense of Community: Caring for Those We Serve and Ourselves: “We demonstrate genuine concern for the well-being of our students, our community and ourselves.”

Student Success: Our Ultimate Measure: “We enable students to achieve their goals.”

Diversity: Celebrate the Differences: “We celebrate the diversity of ideas and cultures.”

Collaboration: We Work together: “We work together for the benefit of the college.”

## **PROGRAM**

Integrity: In every class and clinical experience students will demonstrate professional behaviors and ethical conduct.

Excellence: We strive to have not only outstanding classes and resources at the college but also at each clinical and healthcare facility.

Accountability: We strive to be accountable to our students, the college, our clinical sites and the community.

Innovation: Our innovated thinking is expressed in the classroom and clinical program by adapting policy of creative clinical placement and imaginative learning experiences.

Sense of Community: Through service learning and the Student Physical Therapist Assistant Society we provide numerous opportunities for the student to develop a sense of community for the betterment of themselves and others.

Student Success: Our student success is ultimately measured by the passage of the National Exam for the PTA, their accumulated knowledge, enriched lives as well as a lifelong service to themselves and others.

Diversity: In all our professional activities we identify, value and act with consideration for all individuals.

Collaboration: Our students work as a team member in class, clinical situations and in the community.

<b>First Term</b>	<b>Credits</b>
PTHA 1405 – Basic Patient Care Skills	3
PTHA 1313 – Functional Anatomy	3
ENGL 1301 – Composition I	3
PTHA 1201 – The Profession of Physical Therapy	2
BIOL 2301 – Human Anatomy & Physiology I	3
BIOL 2101 – Human Anatomy & Physiology I Lab	1
<b>Second Term</b>	
PTHA 2301 – Essentials of Data Collection	2
PTHA 1431 – Physical Agents	4
PTHA 2409 – Therapeutic Exercise	4
BIOL 2402 – Human Anatomy & Physiology II	4
<b>Third Term</b>	
PTHA 2250 – Current Concepts in Physical Therapy	2
PTHA 1360 – Clinical I – PTA	3
PTHA 1321 – Pathophysiology for the PTA	3
MATH 1314 – College Algebra	3
<b>Fourth Term</b>	
PTHA 2531 – Management of Neurological Disorders	4
PTHA 2435 – Rehabilitation Techniques	4
PTHA 2239 – Professional Issues	2
<b>Fifth Term</b>	
PTHA 2460 – Clinical II – PTA	4
PTHA 2461 – Clinical III – PTA	4
<i>*Humanities or Fine Arts</i>	3
PSYC 2301 – General Psychology	3

***Courses that meet Humanities requirements:***

*\*English 2322, 2323, 2327, 2328, 2332, 2333*  
*Philosophy 1301, 2306*  
*Arts 1301, 1303, 1304*  
*Dance 2303*  
*Drama 1310, 2366*  
*Music 1306, 1307, 1310*

*The program is a total of 64 credit hours and the student is awarded an A.A.S. degree upon completion of the program.*

<b>CLINICAL PROGRAM GOALS</b>
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San Jacinto College Physical Therapist Assistant Program is committed to providing an in-depth curriculum of academic and technical physical therapy and non-physical therapy courses. From a strong didactic base, students advance to clinical internships in various settings and locations. Each learner will have unique experiences involving both physical therapists and physical therapist assistants as clinical instructors. Most clinical sites are in the Houston area but can expand to Southeast Texas when necessary. Goals upon completion of the program include:

1. To work under the supervision of a physical therapist as stated by the Texas Board of Physical Therapy Examiners Rules 322.2.
2. View learning and professional development as a lifelong process.
3. Function as educated, contributing members of the community and society.
4. Execute a plan of care developed by the physical therapist.
5. Acquire, exhibit, and maintain high standards of professional ethics.
6. Excel in patient/client relationships being sensitive to diverse health care populations.
7. Exhibit competent data collecting skills and be able to communicate findings to the physical therapist and other staff.
8. Seek out and acquire new knowledge while integrating the information into quality treatments.
9. Participate as a health care team member to provide competent patient treatment based on scientific facts and principles.
10. Teach established skills to other health care providers, patients, and families.
11. Communicate effectively and honestly in writing in all aspects of physical therapy.
12. Demonstrate excellent team skills when participating in discharge planning, team conferences, and project development.
13. Exhibit critical safety skills by demonstrating the following:
  - a. The student will carry out the plan of care established by the physical therapist with the minimum of risk.
  - b. The student will make sure that the treatment is not contraindicated by the patient's diagnosis or medical status.

- c. The student will be able to identify physiological measures and to take corrective action by contacting their CI, PT, physician and nurse when the parameters are outside normal lab values.
- d. The student will practice universal precautions to stop the spread of infection through hand washing and applying sterile technique when necessary.
- e. The student will practice safe techniques in bed mobility, transfers, gait training, therapeutic exercises and physical agents, as well as any other skills the student has been checked off by either the school faculty or the clinical instructor. Correct gait pattern, weight bearing status, and appropriate assistive device will be used for each person.
- f. The student will maintain a safe work environment by keeping the floor cleared of equipment, shoes and anything else which could be a danger. In acute care lines and tubes will be monitored and maintained. Any piece of nonworking equipment will not be use on a patient.
- g. The student will abide by the facilities policies and procedures.
- h. **The student will request assistance any time they are not confident in their ability to give optimum treatment or to keep the patient or themselves safe.**

**If safety is not maintained the clinical instructor will call the DCE and a decision will be made if the student should remain in the facility or be removed.**

For a description of the minimum skills for the entry level PTA developed by the Board of Directors of the APTA, see Appendix A.

## CLINICAL REQUIREMENTS

### 1. Immunizations

Students are required to submit to the PTA department their immunizations or titer for Hepatitis B, varicella, measles, mumps, rubella and diphtheria/tetanus. Tuberculosis skin test or chest x-ray will be done annually. This is due before the end of the second semester except for the Hepatitis B third shot which will be completed in the fall of the second year. Some facilities will also require the seasonal flu shot. All immunizations are at the student's expense. Pregnant students will need written approval from their physician which will include the amount of weight a student can lift before going out on a clinical rotation.

### 2. Background Check and Drug Screen

Students will have a background check and 10 panel drug test upon entering the PTA Program. (See Student Manual). Some facilities may require an additional background check and/or drug test before coming to their facility. Background check and drug screen are at the expense of the student. The student has an obligation to notify the school of any criminal conviction which occurs after their initial background check and before they graduate and within 20 days after the occurrence.

Any student that fails a drug test will be excluded from clinical placement at that time.

### 3. CPR

Students will be required to have a current CPR card before going out on any clinical rotations.

### 4. Curriculum

Students must pass with a "C" or better all prerequisite courses before going on each clinical rotation. All three clinical courses (PTHA 1360, PTHA 2460, and PTHA 2461) must be completed with a satisfactory grade prior to graduation. A student may only repeat one clinical course one time. A student must get permission from both the DCE and Program Director and must be in good standing with the program in order to have the privilege of repeating a clinical course.

5. PTA students are expected to present themselves in a professional manner in the classroom, laboratory, and clinical settings. Personal cleanliness and hygiene are essential for engagement with others in the healthcare setting. Students should follow the guidelines below and the PTA faculty will counsel students in these areas when necessary. Failure of the student to follow these guidelines after counseling may result in dismissal from the PTA program.

- a. Hygiene should include daily bathing and brushing teeth. No fragrances or perfumes are to be worn. Offensive body odors will not be tolerated, including the lingering smell of tobacco on skin, hair, breath or clothing.
- b. Moustaches/beards must be neatly trimmed.
- c. Hair must be clean and trimmed. Students with long hair must be able to tie hair back so that it does not fall loosely over shoulders and face.
- d. Fingernails must be clean and filed smoothly. The fingernails must not extend beyond the fingertips.
- e. Simple jewelry such as wedding bands/rings, watch, small chain necklace, and small stud earrings are acceptable. Oversized jewelry is not acceptable. Piercings anywhere other than the ear are not acceptable.

**All records of immunization, background checks, drug screens and CPR are kept in a secured location.**

## ORIENTATION DAY

Before Clinical I, students will come to the PTA lab for a day of orientation to the clinical process. This will include: professionalism, behaviors, safety, teaching and learning theory plus education on the PTA MACs. See Appendix W. On that day or on previous days the students will check off on basic gait, transfers and physical agents.

## STUDENT EVALUATIONS

The clinical process is to nurture student learning in the following ways:

Students will be evaluated in the following clinical courses:

PTHA 1360 - Clinical I  
PTHA 2460 - Clinical II  
PTHA 2461 - Clinical III

Clinical evaluations will consider the student's ability to apply theory to practice; conduct, appearance, interpersonal relationships and demonstrated competence in clinical performance (refer to PTA MACS).

Clinical evaluations will be completed by the clinical instructor using the PTA MACS. Progress reports will be made at the midpoint of the affiliation and at the end of the affiliation. Frequent meetings throughout the internship between the clinical instructor and student can lead to the best understanding for both participants.

Students will be aware of evaluations and be asked to acknowledge the information by their written comments in the Student Evaluation of Clinical Education Experience (SECEE) and signature on the Progress Report form.

Final grades for a clinical will be determined by college faculty, usually the DCE, based on criteria in the syllabus for each course. See Appendix G for syllabi of the above courses.

## CLINICAL GRADING

Each student will buy a PTA MAC. These are bought as a group through the Student Physical Therapist Assistant Society. The PTA MAC will be used for all internships and the student's skills will be checked off at each facility. This ongoing tabulation summary allows the student, CI, and DCE to see where there are strengths and weaknesses. By **95-100% completion of the book** a student should be entry level and ready to take the National Physical Therapist Assistant Examination and practice safely with a variety of patients/clients under the supervision and direction of a physical therapist. **The DCE or faculty instructor from the school will be ultimately in charge of the final letter grade.**

In Appendix B are the directions for filling out the PTA MACs. A new CI can also request a one-on-one training session with the DCE to assist in filling out the PTA MAC.

In Appendix C is the Progress Report form with the CI's midterm and final summary of the student's strengths and weaknesses.

In Appendix D is the Midterm Site Visit form the DCE fills out when going to the clinical site to speak with the CI and student to assess student's professional and physical therapy skills.

In Appendix E is the Clinical Grading System form the DCE fills out when the student returns to the college after completing the clinical rotation for a debriefing session with the DCE. At that time a review is done of the total clinical experience as well as a final grade is assigned.

In Appendix F is the Student Evaluation of Clinical Education Experience (SECCE) form the student completes at the end of the rotation. The student offers a copy to the CI to facilitate the clinical site's learning experience. The original is returned to the school for review.

In Appendix G and H are the syllabi for PTHA 1360, PTHA 2460 and PTHA 2461, the 3 clinical rotations with the individual grading criteria.

The PTA MACs:

The book is divided into four sections: Professional Behaviors, Data Collection, Interventions, and Site Specific Skills.

Professional Behaviors

Each skill sheet will be filled out at each clinical experience. By the last clinical all skills must be checked off.

## Data Collection

In this section there are two skills (14.8 and 14.10) with multiple check-offs. For those sections each must have 8 check offs. Each skill sheet will be completed at each clinical affiliation. If the skill is not appropriate for the clinical site, the clinical instructor will document a N/A for Not Applicable.

## Interventions

In this section the student must meet the minimal number of skills:

Skill number	Check offs needed
16	25
17	10
21	13 (with at least 3 from 21.4)

After the skill has been checked off at one clinical, it will be up to succeeding clinical instructors to decide if the skill needs to be rechecked.

Site Specific Skills are required for each setting as applicable, but can be used where other intervention skills are lacking secondary to no opportunity at that facility.

**ATTENDANCE POLICY:** All absences must be reported to the CI and the DCE in person or by telephone prior to the start of the scheduled workday. Emails and text messages are not acceptable. **A student may have no unexcused absences. Any unexcused absences will result in failure** of the clinical course. The DCE will determine if the absence will be excused. If sick, the student will be advised to obtain a physician's letter of excused absence. Each day of **excused** absence will result in **5 points** removed from the student's final course grade. In order to receive a C or better in the final course grade, all excused absences must be made up at the convenience of the CI.

**HOMEWORK MAKE-UP POLICY:** It is the student's responsibility to make up the missed clinical days.

**ALL FINAL GRADES ARE THE RESPONSIBILITY OF THE DCE FROM SAN JACINTO COLLEGE AND CAN BE MODIFIED AS NEEDED TO REFLECT THE STUDENT'S OVERALL PERFORMANCE ON THIS CLINICAL. ADDITIONAL DEDUCTIONS INCLUDE:**

- 5 CI information reported past 1 week from start of clinical
- 5 Not notifying DCE by telephone or in person that you are not at your clinical site and the reason prior to the start of the clinical day
- 5 Paperwork not complete on debriefing day
- 3 Each email journal late past 3<sup>rd</sup> day (Sunday at midnight)

## CLINICAL EDUCATION PROCESS

The Director of Clinical Education will place the student in various clinical settings during the three different rotations. The goal is to place each student in at least one inpatient and one outpatient setting. This will be impacted by what sites are available at that time as well as student's interest and capabilities. As the student progress in their clinical rotation they are expected to meet progressively more difficult patients and techniques.

The clinical education is designed to:

1. Develop communication skills between the student, physical therapists, physical therapist assistants, other staff as well as patients and families.
2. Apply techniques and principles learned in the classroom to actual patients/clients.
3. To assist the faculty in assessing their program.

## AFFILIATION AGREEMENTS WITH CLINICAL FACILITIES

The contract process can begin either with the school or the physical therapy facility. The school has a contract (see Appendix I) or the facility can initiate their own which will be reviewed and revised by the college's attorney then sent back to the facility for their approval or additional changes. After both sides consider the contract acceptable both sides sign and date it as well as the San Jacinto Board's approval. The length of term of the contract is decided by both parties.

Factors considered when initiating a contract are:

1. What type of learning experiences are offered and are there a variety of patients?
2. What needs does the school have for clinical rotation?
3. Strong professional role models.
4. CIs with excellent communication skills.
5. Facilities that want students and are eager to share their knowledge.
6. The facility's physical plant.
7. Evidence of strong continuing education and learning.

Each year, the Director of Clinical Education reviews the Contract Term Log to determine which written agreements will expire that year and begins the process through the administrative support team. The Director of Clinical Education or school's attorney will review the written agreement. Also, if the contract has been updated or if changes have occurred either within the school or if the facility recommends revisions it can also be reviewed by the Program Director, Associate Dean or Department Chair of Health Sciences, and/or advisory committee as appropriate. Recommended revisions would be forwarded to legal counsel of the college for review. Only those contracts which are current will be utilized for clinical rotations. In addition to this specific update, the Director of Clinical Education will utilize the Contract Term Log and Contracts in Progress Log to periodically determine if a contract requires renewal and address that site's agreement on an ongoing basis.

## RESPONSIBILITIES OF THE DIRECTOR OF CLINICAL EDUCATION

Generally the Director of Clinical Education (DCE) will place the students in their clinical, do the midterm site visit and meet with the student at the completion of the internship for their debriefing. The DCE works with other instructors at the college plus clinical staff to provide the best educational experience.

### Responsibilities:

1. Seeks new clinical contracts in the area of acute care hospitals, rehabilitation facilities and outpatient departments using APTA guidelines for clinical facilities (Appendix J).
2. Reviews existing contracts yearly and renews them as needed including ones that are about to expire plus contracts which need updated language. The DCE will make a visit to all new facilities and fill out the Initial Site Visit Form (Appendix K).
3. Keeps an updated list of contracts and their clinical sites. The list will be revised completely at least once a year in the summer.
4. Coordinates information between the school and clinical facilities.
5. Sends out the APTA Clinical Site Information Form (CSIF) (Appendix L) every two years or as needed.
6. Educates the student and clinical instructors on the PTA MACs.
7. The DCE visits each student at midterm in the facility in which they are doing their internship except when distance or other circumstances makes that impossible. At that time the DCE or the school's representative, meets with the CI and the student and reviews their progress, answers questions regarding the PTA MACS, and assists in developing strategies to increase the student learning experience. The student meets with the DCE after completing the clinical and has a debriefing time.
8. Debriefing time comes at the end of each clinical. During this meeting between the DCE and the student the following forms are turned in: Your Clinical Instructor, the green SECEE forms, the pink progress report, in service paperwork, attendance sheet and for clinical II and III a case study. The DCE and

student review the rest of the PTA MACS and discuss areas of weakness or incompleteness. At this time a student is assigned a grade for that clinical.

9. Arrange for CI educational opportunities. The Program Director and DCE will sponsor and support clinical education learning experiences in the community.

10. Reads and respond to student email journals which the student will write every other week when out on clinical.

11. Organizes and places students in physical therapy facilities without regard for race, color, marital status, gender, sexual orientation, religion, national origin, disability, age, or disabled veteran status as provided by law and in accordance with the College's respect for personal dignity. Students will fill out a Preference Form (Appendix M). With the student's choices in mind, the student's strengths and weaknesses, the complexity of the facility, and its location, the DCE places the student.

12. The goal of clinical placement is to include at least one inpatient and one outpatient of the three clinical rotations. The student will probably be required to travel some distance for at least one of their internships. To see what clinical sites we have contacts with, the student needs to meet with the DCE as sites frequently change as well as their availability.

13. San Jacinto College provides liability insurance which the student pays for when they enroll in the clinical course. The DCE will send a copy of the insurance in each student's packet which will arrive at the facility before the student.

14. A Clinical Information Sheet (Appendix N) will be sent out to facilities with the student packet which can be used by the CI to disseminate information back to the student.

15. Every spring the DCE will send out the Facility Commitment Form for Clinical Affiliations (Appendix O) so facilities can let the school know what the availability for student placement will be for the next year.

16. The DCE will communicate with CCCE's and clinical instructors on changes to the PTA MAC, changes with the PTA program as well as information on CI certification courses, APTA news, Texas Board of PT Examiners which affect them or their students.

## RIGHTS, PRIVILEGES AND RESPONSIBILITIES OF THE CLINICAL INSTRUCTOR

At some facilities there will be an assigned person: Center Coordinator for Clinical Education (CCCE); at other facilities the clinical instructor (CI) will be the contact between the school and their department. If the person is the CCCE, they should have multiple years of rehabilitation experience and good communication skills. If they are a clinical instructor, they need 1 year experience regardless if they are a PT or PTA, graduated from an accredited PT or PTA program, and licensed in Texas.

Rights and Privileges start with faculty being helpful to clinical instructors including education on PTA MACs and as stated in the above responsibilities of the DCE #16. For positive feedback we have students write thank you notes supplied by the school and the student's vote for their favorite CI. The DCE then delivers a plaque for Best Clinical Instructor. Rights also include job posting by the PTA Program to upcoming graduates and past graduates. Marketing materials are delivered at midterm site visits. CIs are encouraged to let the school know if they would be interested in an adjunct position or to give a guest lecture. These are similar rights and privileges to the Pharmacy Tech. program which we share many commonalities. The Clinical handbook will be available on our website at any time.

Clinical instructors' responsibilities include but are not limited to:

1. Understand the PTA MACS and be able to fill it out acceptably so that college faculty can assess student performance. The CI should be able to complete the master sheet (blue) including the Clinical Experience Facility Identification Form (blue), skill sheets (white), site specific forms (yellow) and Progress Report (pink). General instructions and educational philosophy are at the beginning of the book (golden).
2. Provide direction, education and supervision to the student.
3. Initiate a team spirit between the PT, PTA and student.
4. Teach problem solving methods especially towards patients/clients issues.
5. Expose students to new ideas and different diagnoses.
6. Supervise PTA student or have another designated PT/PTA supervising.

7. Initiate educational goals each week so that the student will achieve the most skills and learning experiences during the internship. A Weekly Goals Form is located in Appendix V.

8. Send students basic information about the facility: The Clinical Information Sheet is available (Appendix N) to send student their information.

9. The clinical instructor or CCCE can suspend the student's clinical with the knowledge of the school's faculty for either hours or days or can terminate the clinical rotation. This may happen because of hurricanes or other disasters. The hospital or clinic can also have other situations which make it unsafe or impractical to continue to educate the student.

10. After the student completes clinical III, the CI from that rotation will fill out a clinical instructor questionnaire (Appendix P) sent by the DCE in the following summer to see where the school could improve the program using the CI's evaluation.

## RESPONSIBILITIES OF STUDENTS

Students are expected to communicate with their DCE and CI about any expectations, desires, or problems they have with their clinical. Duties of the student on during clinical include:

1. To be on time and dressed appropriately; arriving with all the materials you may need. Be professional.

2. To act professionally and ethically at all times. This includes your manner and demeanor while on the facility's property. No smoking, gum chewing, slouching, lying down on mats in the facility. You are a guest at this facility and the CI is giving their experience and time to you for free so always be gracious and helpful. Your attitude is the most important attribute you bring with you. Never say anything negative about the facility or your CI to friends, other students or on Facebook.

3. To not use their mobile phone except during lunch time.

4. To look up any new material presented in the PT facility and understand it by the next day.

5. To know the PTA MACS and be able to use it as an educational tool. This will include checking off your part at the top of each white page, develop a system with your CI so that she/he knows when you feel you are entry level and ready to

be checked off, fill out the green sheets at the end of each clinical and show to your CI followed by a CI signature. It is your responsibility to get the skills checked off. You will need to constantly be thinking about the skills you are doing with your patients and remember to check them off when you feel you are entry level. Many times students do not keep up with these checks and when they come in for debriefing they remember all the other skills they do not get checked. Unfortunately, if you miss checking off at one clinical, you may not have that opportunity again. This may affect your grade or the need to do an extra clinical.

6. To provide input in the selection of their clinical site (Appendix Q).

7. To actively seek out new learning experiences and to acquire new skills.

8. The DCE visits each student at midterm in the facility in which they are doing their internship except when distance or other circumstances makes that impossible. At that time the DCE or the school's representative, meets with the CI and the student and reviews their progress, answers questions regarding the PTA MACS, and assists in developing strategies to increase the student learning experience. The student meets with the DCE after completing the clinical and has a debriefing time.

9. Debriefing time comes at the end of each clinical. During this meeting between the DCE and the student the following forms are turned in: Your Clinical Instructor, the green SECEE forms, the pink progress form, in service paperwork, attendance sheet and for clinical II and III a case study. The DCE and student review the rest of the PTA MACS and discuss areas of weakness or incompleteness. At this time a student is assigned a grade for that clinical.

10. To write email journals to the DCE dealing with professional issues every other week while on clinical (Appendix R).

11. To give an in-service or other project during each clinical. Subject of in-service or project will be determined by the CI and the student.

12. To write a case study in clinical II and III, which the student will turn into the DCE at debriefing time.

13. To keep a weekly time sheet, signed by the CI weekly and turned in at debriefing with the total number of hours at the bottom. Students are expected to be prepared and attend their clinical rotation each day. If time is missed the student is expected to make up the time when it is convenient to the clinical instructor. Holidays are regulated by the facility and not by the school so expect to work on a holiday. Students are expected to be at their clinical site **37-40 hours per week**.

14. If the student has an unexpected absence, a telephone call or email to the CI, CCCE and DCE must be made as soon as possible explaining the nature of the emergency. Make up time will be discussed and determined with the CI, CCCE and DCE at the CIs convenience.

15. If the student has a planned absence, approved by the clinical instructor, the time must be made up at the CI's convenience.

16. Any time the student is not in the facility or with the clinical instructor during time established as clinical hours the DCE must be notified.

17. Students are not allowed to contact facilities and try to set up their own clinical rotation. The placing of students is complex and student cannot shortcut the process. Once the student has their assignment, they may contact the facility 2-3 weeks ahead of arriving.

18. At times students will find that clinical assignments must be changed and students will need to remain flexible. The DCE will try to place them in the same type of facility if possible but location will probably change. Students may **not** cancel their clinical rotation.

19. Students **do not**:

Leave any clinical facility without instructor's permission.

Serve as a witness.

Take verbal/telephone orders.

Transcribe orders.

Give patient care to patients if they are not "satisfactorily prepared to do so safely." Instructors are to dismiss students from clinical area and document loss of a clinical day if the student is not prepared to care for a patient.

Accept gratuities.

Treat patients without CI present.

Treat patients without PT in the facility.

Dress unprofessionally. Instructors are to dismiss the student and document the loss of a clinical day.

Attend clinical with an expired CPR card, expired TB test or expired immunizations.

20. Clinical experience is an essential part of the physical therapist assistant student's education. Students are required to travel to clinical site and to assume any expenses that may be required. The DCE will make every effort to find a clinical site that is within a reasonable distance from the student's home. The student must be able to demonstrate the safe, competent practice of physical therapy during each clinical course. A student is required to discuss with his or her faculty and clinical instructor any physical limitations or injuries that may be worsened by performing patient care in that setting so that appropriate safety

measures can be taken. This discussion should occur prior to beginning any field experience. If problems of health develop during the rotation the student will let the DCE, CI and CCCE know immediately. When necessary, the student may be able to modify the clinical, be placed at another clinical site if available or restart the clinical at a later time.

21. Minimum skill performance must be demonstrated in the lab before being assigned to patient care in the clinical setting. At the beginning of each clinical course, the student will receive a copy of the student learning objectives, skill requirements, and competencies required to pass the course. Students may be assigned to clinical experiences during week day or weekend hours and are to follow the working hours of their clinical instructor. During the clinical, students are required to introduce themselves as a Student Physical Therapist Assistant to each patient they work with to ensure the patient is aware that a student is involved in the treatment. In addition, each student is required to wear a nametag each day of the internship which identifies the student as a Student Physical Therapist Assistant. All clinical experiences will be supervised by San Jacinto College faculty.

22. The student is required to call or email the facility 2-3 weeks before the clinical starts. During this initial contact the student needs to know:

- Address of facility

- Hours and days they will be working

- Packet information sent from the clinical facility

- Dress code

- Clinical instructor's name and contact information

- Types of patient's they will observe and treat

- Types of treatments performed

- First day instructions

- Any additional information

From the above information the student should look up and study any of the disabilities they are unfamiliar with along with any treatments procedures. By the time the student arrives they should be organized, professional and prepared to glean the most from this clinical experience.

23. The student will fill out a Student Personal Data Sheet (Appendix Q) which will be sent to the facility in the student packet.

24. There may be facilities that require a recent background or drug test before starting the rotation. These tests are at the student's expense.

25. Students are to wear a name badge during clinic hours. The college furnishes the student with a badge but some hospitals will provide one as well and theirs would be the one worn.

26. Always introduce yourself as a student physical therapist assistant to patients and staff. Remember patients have the right to refuse to participate in clinical education.

27. Besides your attitude, the other aspect to always remember is to **keep the patient safe**. Never leave a patient in an unsafe situation. One thoughtless action on your part could change your patient's life forever. **Never do harm**. If you feel you are not able to handle a patient either physically, cognitively or emotionally tell your CI and do not treat the patient.

## HEALTH INSURANCE AND EMERGENCY CARE

Neither the clinical facility nor the school assumes any responsibility for injury occurring during the clinical or any other time while the student attends San Jacinto College or when the student is out on a clinical rotation. The student is strongly encouraged to carry health insurance. Some facilities may not take the student if they do not have health insurance.

All emergency care required by the student is at the student's expense. The CI or student should notify the emergency contact and the DCE or Program Director immediately if the student is injured during clinical hours.

## Patients with Communicable Diseases/Confidentiality/HIPAA

Caring for patients with a communicable disease is an occupational/professional challenge in health care. Students will be instructed in protocols and procedures to reduce their risk for acquiring an infection or communicable disease. However, all areas of health care practice have inherent risks and no area is completely risk free. Students will be trained in **Universal Precautions** and will be required to sign documentation that they have received training prior to the start of their clinical course as part of Orientation Day. (Appendix W).

All patients have the right to confidentiality of all records and all communications, written or oral, between patients and health care providers. Students will not reveal (to anyone other than their instructors) any confidential information that may come to their knowledge in the course of their work/studies. Students will hold in confidence all personal matters committed to confidentiality and all family affairs coming to their knowledge in the practice of their profession. Students will be dismissed from the program for breach of confidentiality.

Students will be trained in **HIPAA policies** and will sign documentation that they have received training prior to the start of their clinical course as part of Orientation Day (Appendix W).

## EXPECTATIONS AND OBJECTIVES FOR CLINICAL ROTATIONS

### **Clinical I:** 5 weeks/5 days a week/40 hours /week

Expectations: After approximately one year of classroom learning the student will precede to clinical I to initiate PT skills by observation then supervision by a PT or PTA.

Objectives: To have initial contact with patients in a physical therapy setting under the close supervision and direction of a PT and possibly a PTA. The student will use the tools and skills learned during the first year of classroom preparation.

(See Syllabus for specific SLO's)

### **Clinical II:** 7weeks/5 days a week/40 hours /week

Expectations: Student will be progressing in their skills learned in the first year of education and clinical I as well as incorporating new material acquired during the fall of their second year.

Objectives: To increase confidence in skills learned in the first year and a half, to present them in a professional and ethical manner at all times, and to grow in critical thinking and problem solving.

### **Clinical III:** 7 weeks/5 days a week 40 hours/week

Expectations: During this final clinical internship the student will integrate all the material from the classroom plus the three clinical rotations to become an entry level physical therapist assistant.

Objectives: As the Capstone course, the student will implement all of the knowledge acquired from didactic and clinical courses and to prepare themselves to be a graduate physical therapist assistant and a member of the physical therapy staff. Students should have all of the skills checked off in their PTA MACS except those skills not available to them. It will be at the DCE's discretion to determine if the skills are lacking and if the student needs to go to an additional facility to complete their PTA MACS. Additionally, it is at the DCE's discretion to determine the length of an additional clinical.

## EVALUATION OF THE CLINICAL INSTRUCTOR

Evaluation of each clinical instructor will be done at the end of the clinical. The forms used will be the Student Evaluation of Clinical Education Experiences form (SECEE), the Midterm Clinical Site Visit form and Your Clinical Instructor form (Appendix S). If there appears to be a problem during the rotation the DCE will speak to the student, speak to the clinical instructor, make a visit at any time, or withdraw the student from the clinical internship. There can be any combination of the above and action will be determined by the DCE.

The clinical instructor will have at least one year of clinical experience before taking a student. If they are unfamiliar with the PTA MACS the DCE will review the book either in person or be available by phone and email for questions. The college will send out notification when a clinical certification course will be offered in the Houston area to Cl's not certified but interested. That information is gathered during the midterm site visit.

The DCE and Program Director will work as a resource to disseminate information to Cls.

## STUDENT LIABILITY INSURANCE

Students pay for liability insurance during registration. The limits are \$100,000,000 per incident and \$3,000,000 annual aggregate by Bill Beatty Insurance Agency. See Appendix T.

## Complaint Process/Grievance Procedure

All formal complaints regarding the Physical Therapist Assistant Program can be submitted to the department and will be recorded using the "Complaints" form (Appendix U) in the PTA department. The program director will evaluate all complaints and work towards a resolution for all parties involved.

If the program director is unable to make a resolution, he or she will seek advice from the Health Science department chair and the dean of Science and Health Sciences.

Students in the PTA program are to follow the Policy and Grievance Procedures as outlined in the San Jacinto Community College District Student Handbook. Grievances must be filed in writing with the dean of student development on the South campus and must describe the actions, policies, or practices which the student believes to be discriminatory. Grievances should be filed no later than 30 days after the occurrence of the alleged discrimination. A student may be asked to meet with those persons who would be involved in correcting the

actions, policies, or practice that he or she believes are discriminatory. The dean of student development will notify the student in writing of his or her agreement or disagreement with the grievance and of any corrective actions taken to restore the student's rights. If the decision of the dean of student development does not satisfactorily resolve the student's concerns, the student may appeal the grievance to the campus President.

## Grievance Procedures for Discrimination

It is the policy of San Jacinto College to provide an educational, employment, and business environment free of discrimination based on race, creed, color, national origin, citizenship status, age, disability, pregnancy, religion, gender, sexual orientation, gender expression or identity, genetic information, marital status, or veteran status. Trustees, administrators, faculty, staff, and other agents of the College will not engage in conduct constituting unlawful harassment or discrimination. The College strives to maintain a learning environment free of harassment. The College will promptly investigate all allegations of harassment and take appropriate disciplinary action against individuals who engage in unlawful behavior. Disciplinary action may include dismissal of employees or expulsion of students.

As a student at San Jacinto College, you may not be discriminated against on these bases in: Admission to programs of study; Access to enrollment in courses; Career placement services, Counseling and guidance materials, tests, and practices; Technical Education.

## Notification of Unlawful Behavior

- A. If a student has any encounter with the police or law or is committed of a misdemeanor or any level of crime while in attendance of the PTA program, it is his or her responsibility to notify the program director immediately. The PTA faculty will meet and determine the appropriate actions that will be taken regarding the situation on an individual basis.
- B. Failure to notify the program director immediately may result in dismissal from the PTA program.

## Suspected Substance Abuse

If a student is suspected of being under the influence of any substance during any school related activities including but not limited to class, laboratory, field trips, and clinical courses, the Program Director or DCE shall be notified by the instructor.

The student will meet with the Program Director. If it is determined that the student has participated in school related activities while under the influence of any substance, he or she will be removed from the program. He or she may be asked to complete a drug screen.

Refusal to take a drug screen or a positive drug screen will result in dismissal from the PTA program.

## Clinical Traveling

Students need to be prepared to travel greater than 15 miles for one or more of their clinical rotations. This is especially true for acute care hospitals or specialty rotations such as pediatrics.

## Physical and Mental Requirements

- A. The following skills are required in the Physical Therapist Assistant program. If a student is unable to meet these skills secondary to a disability, the PTA faculty will meet to determine if adaptations can be made to ensure successful completion of the program. A student may need to withdraw from the PTA program if the following physical and mental requirements cannot be met with or without appropriate modifications.
- a. Adequate verbal, reading, and writing skills to communicate in English in an effective and prompt manner.
  - b. Adequate eyesight to be able to:
    - i. Read paper, computer generated materials, and instrument panels.
    - ii. Monitor patient's adverse reactions to treatment.
    - iii. Make visual observations regarding patient's posture, exercise performance, and functional abilities.
    - iv. Make adjustments to equipment.
  - c. Adequate hearing to communicate with human beings and to monitor signals and alarms of instruments.
  - d. Adequate smell to assess status of patient and to maintain a safe practice environment.
  - e. Adequate fine touch discrimination to palpate anatomical sites and to determine pathological changes in soft tissue.
  - f. Adequate motor coordination to operate equipment and perform manual treatment and assessment techniques.
  - g. Maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning, and movement of the trunk and neck in all directions.

- h. Adequate strength to transport, move, or lift, and guard patients requiring all levels of assistance during transfers, gait training (including stair training) and other appropriate activities. Specifically, a student must be able to:
  - i. Safely lift up to 50 lbs. independently
  - ii. Safely lift up to 200 pounds with assistance
  - iii. Safely push and pull up to 200 lbs.
  - iv. Demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control and strength to perform therapeutic massage, fine motor control to manipulate testing instruments/equipment/writing instruments/computers
  - v. Manually palpate various structures during data collection and intervention procedures.
  - vi. Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramp, curbs, and stairs.
  - vii. Have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks.
  - viii. Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, assist with transporting patients.
- i. Adequate intellectual, emotional, and interpersonal skills to ensure patient safety, to exercise appropriate and independent judgment in rendering of patient care, and to interact with peers, patients, families, and health care workers.

## PTA Program Policy Statement

All unusual or unique circumstances not identified in the previous pages, will be addressed by the program director or DCE. Please refer to the Student Manual or Faculty Manual for additional information.