



MURRAY
STATE COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

CLINICAL INSTRUCTOR RESOURCE MANUAL

College Mission

Murray State College Provides Opportunities for Student Learning, Personal Growth, Professional Success, and Community Enhancement

Program Mission

In accordance with the mission of the institution, the mission of the PTA program is to prepare graduates that can successfully enter the physical therapy profession; give client centered physical therapy services as effective and valued team members who understand the role of the PT and the PTA in the provision of high quality physical therapy services; and to be life-long learners with behaviors that support the core values of the profession.

This resource manual is developed to provide information to the clinical faculty of the MSC PTA program. Clinical Education is an integral part of the program providing an opportunity for students to apply clinical decision-making using data collection and intervention skills learned during the in-class portion of the program. Clinical educators who provide direction, supervision, and clinical teaching are critical to the development of graduates that fulfill the program mission. The purpose of this resource manual is to provide information regarding the expectation of clinical educators and the resources to better help each clinical educator fulfill the program expectations.

Thank you for sharing your time and talent as Clinical Educators!

Contact Information	
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TABLE OF CONTENTS

Contact Information.....	3
Program Goals – Outcomes	3
Purpose of Clinical Education	4
Qualifications of Clinical Faculty	4
Clinical Site Selection & Development.....	5
Clinical Education Resources	5
Role of Faculty.....	5
Rights and Responsibilities of Clinical Faculty	6
Responsibilities of Students.....	6
Program Clinical Education Overview.....	7
Clinical Attendance Policy.....	9
Methods of Evaluation.....	9
Assessment of Student Performance	10
Early Warning.....	11
Dress Code	11
Appendices.....	12
• Quick Reference for CIs – Appendix 1 – Page #13	
• CI Clinical Agreement and Student Agreement (Exhibit A) – Appendix 2 – Page #14	
• Program Course Descriptions – Appendix 3 – Page #16	

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Program Goals

The PTA program at MSC prepares graduates to work within the Plan of Care and under the supervision of the physical therapist and:

1. Communicate effectively in providing and documenting client care.
2. Perform physical therapy measurement/assessment skills required of the entry level PTA.
3. Provide comprehensive physical therapy services to clients from across the life span in a safe and effective way.
4. Function accountably as a member of the physical therapy profession within the ethical and legal framework of the profession of physical therapy, accepting responsibility for high standards of physical therapy care including a commitment to on-going development and life-long learning.

Program Goals related to students:

- The Program, through its faculty, graduates, and students show commitment to on-going program improvement and growth to meet the needs of the private and professional communities.
- Students will demonstrate effective verbal and written communication during each clinical experience.
- Students will complete data collection/assessment that is appropriate to the PTA student during clinical experiences under the supervision of their clinical instructor/supervising physical therapist.
- Students will complete physical therapy interventions that are appropriate to their level in a safe and effective way.
- Students will be student members of the APTA and understand the importance of professional membership.
- Students will demonstrate understanding and apply ethical and legal behavior that is appropriate in their role as a student in class and during clinical experiences.

Outcome data related to these outcomes is derived by student performance during clinical experiences. For information on all program outcomes, refer to the program website under program information.

PURPOSE OF CLINICAL EDUCATION

Clinical education provides the student experience in the “real world” with direct supervision by clinical teachers who offer their time and talent to guide, correct, encourage, and teach. The clinical educator is an extension of the program core faculty and has the same authority to provide instruction, correction, and assessment of student learning.

The purpose of clinical education in this PTA program is to . . .

1. Identify, recruit, and develop clinical sites/facilities that have the resources, staffing, and patient/client base to support high quality clinical experiences to students.
2. Recognize clinical faculty that are qualified and willing to provide opportunities for students to demonstrate knowledge and skills with real patients under direct supervision.
3. Provide clinical faculty with professional development that supports their role as clinical educators.
4. Evaluate the preparation of students and provide information to the program regarding student performance.
5. Support program assessment and provide information and recommendations to the program regarding curriculum content and methods to contribute to overall program improvement.

QUALIFICATIONS OF CLINICAL FACULTY

Clinical faculty members demonstrate a desire and willingness to teach and share their knowledge and experience to promote excellence in physical therapy. The terms clinical faculty, clinical instructor, or clinical educator are synonymous and refer to any PT or PTA who are identified as eligible to accept students from the program for clinical assignment. Information used to determine qualifications of clinical instructors through the clinical center information form (CCIF) and through verbal and e-mail communication with the site.

The qualifications of the MSC PTA Program Clinical Faculty member include:

1. Be a licensed PT or PTA who desires to teach and agrees to provide direct supervision to the PTA student through the duration of the clinical experience.
2. When the clinical faculty member is a PTA the supervising PT should supports clinical education and is willing to provide supervision of the PTA and support the PTA in teaching the PTA student.
3. Ideally have three to five years of experience as a PT or PTA but a minimum of two years of experience may be considered if the individual demonstrates the qualities of an effective clinical teacher.
4. Demonstrate effective communication with patients and members of the healthcare team. Be non-threatening and tactful, provide clear and honest dialogue.
5. Demonstrate strong interpersonal skills; use enthusiastic, friendly, honest, receptive, concerned, interested and encouraging words
6. Exemplify legal and ethical behavior that adheres to the professional Code of Ethics.
7. Demonstrate sound clinical decision making, problem solving, and effective organizational skills including effective time management skills and delegation of appropriate tasks to the student and possess the ability to plan, conduct and evaluate a clinical education experience based on sound educational principles.
8. Possess the ability to develop written objectives for a variety of learning experiences, organize activities to accomplish these objectives, and effectively supervise students to facilitate learning and clinical reasoning.
9. Serve as a positive role model for the student by their interaction with patients and other health care providers. Recognize and follow the principles of adult learning theory.
10. Have a desire for continual improvement and recognize needs for professional development. Communicate their own development needs to the program and participate in program sponsored professional development activities. The clinical education faculty shows commitment to continuing personal and professional growth through participation in continuing education and self-directed learning.
11. Show interest in developing knowledge and skills to provide clinical teaching. Seek assistance/resources as needed to manage issues of clinical education that is in the best interest of students.
12. Have a willingness to assess student learning/performance and complete student assessment following instructions. Share timely performance assessment with students and the program through the ACCE. Provide constructive critique and notify the program (ACCE) when unsatisfactory performance occurs.

Effective clinical faculty members require students to have effective rationale and demonstrate safety for the patient and themselves. They expect students to recognize their strength and weaknesses and to communicate their needs to the clinical instructor. The clinical teacher recognizes that the student is learning and are not

perfect and they participate in helping the student to develop skill in the delivery of selected physical therapy treatment procedures within the plan-of-care developed by the physical therapist. The clinical education faculty serves as a positive role model for the students by their interaction with patients and other health care providers who are members of the “team”.

The program is to be resource to the clinical faculty and the on-going improvement and development of the clinical faculty is supported by the program by assisting in the identifying needs and then working together to develop training, resources, and other supports to meet those needs. The ACCE interacts with the Coordinator of Clinical Education (CCCE) at each facility and for many facilities the CCCE is also the clinical instructor. The clinical instruction communicates with the ACCE by phone, email, and direct in-person meetings.

Clinical faculty meetings are held in conjunction with CEU training opportunities provided by the program. Clinical instructors are busy people and we strive to reach the clinical instructor with resources that they can easily access and use. The expansion of clinical education opportunities is an ongoing component of the ACCE’s job. The program has sponsored multiple APTA clinical instructor credentialing workshops and there are plans to offer more of these types of programs in the future.

CLINICAL SITE SELECTION & DEVELOPMENT

The program seeks to develop active clinical sites to increase the quantity and quality of clinical education experiences. The process of approving the clinical education site includes many factors. When a PT or PTA desires to become a clinical instructor the facility in which they work must have adequate resources to support an effective experience which means that there must be adequate patient loads, personnel, and equipment. Prior to placement of a student the facility and program/college must have a valid clinical agreement. A sample agreement is provided in **Appendix 1**. While this is the agreement used by most faculties, some may have a different form of the agreement. Both the facility and program must review the agreement to ensure understanding prior to placing a student in a facility.

CLINICAL EDUCATION RESOURCES

The program desires to be a resource to clinical faculty and staff at facilities with which we have clinical agreements. The following is a short list of resources and where these can be located:

1. Quick Reference for CIs – **Appendix 1**
2. CI Clinical Agreement and Student Agreement (Exhibit A) – **Appendix 2**
3. Program Course Descriptions – **Appendix 3**
4. Program Clinical Education web site – Link to the <http://www.mscah.org/clinical-instructor-links.html>
5. APTA Clinical Education Resource page: <http://www.apta.org/Educators/Clinical/>

ROLE OF FACULTY

During any clinical experience the clinical instructor (CI) is the student’s instructor and has the authority to instruct, assess performance, correct, and determine satisfactory or unsatisfactory performance. During the clinical experience, the ACCE remain a part of the experience and is available to assist and support the CI. The ACCE or at times the program director will contact the CI and student usually around the mid-point of the experience. Contact is made using a face-to-face visit, phone call, or video conference with the Clinical Instructor and the Student. During this contact information is gathered including:

- 1) Variety of patients treated;
- 2) Quality of care delivered by the student;
- 3) Type of supervision required and provided;
- 4) Specific skills demonstrated by student.
- 5) Professionalism and interpersonal skills.
- 6) Organizational skills.
- 7) Ability to evaluate self and accepting input.
- 8) Additional learning experiences.
- 9) Clinical skills (assessment and treatment).
- 10) Overall strengths and identified areas needing improvement

RIGHTS AND RESPONSIBILITIES OF CLINICAL FACULTY

Clinical instructors are an extension of the program faculty and have the right to establish learning activities and provide experiences within their facility. Clinical Instructors volunteer hours of time to support the program, therefore it is important to respect and appreciate them for their service to MSC. The clinical instructor has the responsibility to know the level of the student within the curriculum and to have appropriate expectations of the student. The CI should consult with ACCE and other program faculty if needed to understand student preparation and expectations.

When the student is assigned to your facility, the CI is their teacher just as the core faculty are their teachers. The program is here to support and help the CI when requested or needed.

Prior to sending a student to any clinical site, there will be written agreement between the college and the clinical site. MSC has a standard agreement but in some situations, the clinical site has a specific agreement that is used but, in either situation, it is important that all parties involved understand the rights and responsibilities of the written agreement that is in place. Prior to the student participating in the facility, on the first day of the experience, the clinical instructor must be identified and agree to provide appropriate supervision and assessments of the student. The form used to communicate this understanding is located following the sample agreement in **Appendix 2**. After this page in Appendix 2 is the Student Agreement (Exhibit A) which the student has signed that is a part of the program's standard agreement.

RESPONSIBILITIES OF STUDENTS

How the student represents MSC is critical to the success of the student and the program. Students are placed according to their past experiences and needs. They will be placed in clinical agencies close to their residence whenever possible, however it must be understood that the need of the student to participate in a wide range of clinical experience is most important. Students are responsible for their transportation to the clinical facilities. Students are also responsible for providing their own housing during a clinical that may be too far to drive. Students must at all times in the clinical environment identify as a student including wearing their MSC student identification name badge.

Patients have the risk-free-right to refuse to participate in the clinical education and it is the responsibility of the student and clinical instructor to ensure that the patient is aware of their right to refuse to participate with the student.

Students must be prepared, on-time, and demonstrate professional behaviors expected by the program. The student must contact the clinical instructor prior to the clinical experience following the instructions of the ACCE for each experience. The student is responsible to provide all required forms and verification that they meet the requirement for the clinical experience. Background checks, immunization records, CPR, and other requirements are maintained using [Castlebranch](#). This is a service that maintains required records that students must subscribe.

PROGRAM CLINICAL EDUCATION OVERVIEW

The clinical education component of the program is an integral part of the curriculum. The clinical education component of the program is designed and coordinated within and as a dynamic part the curriculum as a whole. The program has three full-time clinical experiences, as follows:

1. PTA 2152 Clinical Practicum I – (4 weeks) – Spring Block in January. This is an integrated experience which means that it occurs during the program before all classroom instruction has been provided.
2. PTA 2243 Clinical Practicum II – (5 weeks) – After spring semester in May and June. This is a terminal experience which means that it occurs following all classroom instruction.
3. PTA 2253 Clinical Practicum III – (5 weeks) - After Clinical Practicum II in June and July. This is the final clinical experience and students are expected to be entry level in all areas at the end of the experience.

PTA 2152 Clinical Practicum I – (4 weeks)

The first full time clinical experience is **PTA 2152** is a 4-week long integrated experience which means that this experience occurs during the course before they have completed all the in-class content. Students have received instruction in and demonstrated safe/satisfactory performance in the following content and skills:

- Ethical and legal behavior content
- Cultural competency
- Role of the PT and PTA
- Introduction to documentation
- Preparation for patient care including
 - aseptic technique,
 - body mechanics,
 - safety procedures with transfers and assistive devices,
 - vital signs,
 - positioning and draping,
- Traction,
- Massage,
- Heat and cold,
- Deep heat modalities,
- Hydrotherapy,
- Electrotherapy,
- Principles of patient education.
- Content on selected medical and surgical conditions encountered in physical therapy.
- Structure and function of the musculoskeletal system
- Muscle strength and Manual Muscle Testing
- Flexibility testing and goniometry
- Introduction to therapeutic exercise
- Normal gait
- Posture assessment

When students begin PTA 2152, they have completed the following courses:	
PTA 2112 – Introduction to Physical Therapy PTA 2103 – Anatomy and Movement I PTA 2126 – Physical Therapy Principles and Procedures PTA 2145 – Anatomy and Movement II PTA 2134 Pathology for the PTA	Course Descriptions are provided on page #

A passing grade for PTA **2152** is when the student is at **Advanced Beginner Performance** level on the Clinical Performance Instrument (CPI) activities, behaviors, and skills as appropriate to the clinical environment.

- A student who requires direct personal supervision 75%-90% of the time working with patients with simple conditions, and 100% of the time working with patients with more complex conditions.
- At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review), clinical problem solving, interventions (eg, monitoring therapeutic exercises), and related data collection (eg, single angle goniometry) but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.
- The student may begin to share the patient care workload with the clinical instructor.

PTA 2243 Clinical Practicum II – (5 weeks)

The second clinical experience is **PTA 2243** and is considered a terminal experience because it occurs following all didactic (classroom) content. Students in Clinical Practicum II should demonstrate progress toward entry level skill emphasize essential skill from all courses above classes as well as essential skills from all academic course work.

Prior to beginning PTA 2243, students have completed all course work and should demonstrate safe and effective application of selected interventions and data collection skills progressing toward the entry level performance. Student should demonstrate all activities required in PTA 2152 as well as the following:

- Legal and ethical knowledge and behavior,
- Personal behavior, interpersonal relationships, adaptability,
- Following a plan of care,
- Implementing a therapeutic Exercise program within the POC developed by the PT.
- Data collection skills and documentation.
- Participate in the education and instruction of patients, family members and caregivers as well as members of the health care team.
- Participate in discharge planning and patient follow-up.
- Participate in administrative activities and demonstrate career development skills.
- Students who may not have the opportunity to perform a specific skill, due to patient unavailability, may work with the clinical instructor, ACCE, or both to determine that a satisfactory level is achieved.

A passing grade for **PTA 2243** is determined by the student demonstrating the following Clinical Performance Instrument (CPI) activities, behaviors, and skills to at least **Advanced Intermediate Performance** level as appropriate to the clinical environment.

Advanced Intermediate performance:

- A student who requires clinical supervision less than 25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions.
- At this level, the student is consistent and proficient in simple tasks, clinical problem solving, and interventions/data collection and requires only occasional cueing for more complex tasks, clinical problem solving, and interventions/data collection.
- The student is **capable of** maintaining 75% of a full-time physical therapist assistant's patient care workload with direction and supervision from the physical therapist.

Entry-level performance: (Red Flag Items) 🚩 (Including items: 1, 2, 3, 5, & 7)

- 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 direction and supervision from the physical therapist.

PTA 2253 Clinical Practicum III – (5 weeks)

The final clinical experience is **PTA 2253** and is considered a terminal experience because it occurs following all didactic (classroom) content and prior clinical experiences. Students in Clinical Practicum III (PTA 2253) should demonstrate entry level skill emphasize essential skill from all courses above classes as well as essential skills from all academic course work.

Prior to beginning PTA 2253, students have completed all course work as well as clinical experience and should demonstrate safe and effective application of selected interventions and data collection skills at entry level performance by end of PTA 2253. Student should demonstrate all activities required in PTA 2152 and PTA 2243

A passing grade for **PTA 2253** is determined by the student demonstrating the following Clinical Performance Instrument (CPI) activities, behaviors, and skills to **Entry Level Performance** level.

Entry-level performance:

- 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 direction and supervision from the physical therapist.

Entry-level performance: (Red Flag Items) (Including items: 1, 2, 3, 5, & 7)

- 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 direction and supervision from the physical therapist.

Students should attain ENTRY LEVEL on each CPI item by end of PTA 2253!

What if a student has not had an opportunity during a clinical experience to demonstrate for the CI entry level performance? If a student has not met ENTRY LEVEL on a skill by PTA 2253 and it appears by the mid-term of PTA 2253 that they may not have an opportunity, it is recommended that the student and CI develop opportunities to allow the student to complete each item. Any student not reaching entry level by end of PTA 2253 on any item may be required to complete additional clinical experience to demonstrate appropriate level performance prior to completion of the program.

Clinical Affiliation Attendance Policy

In learning to function as a contributing member of the physical therapy profession, students must develop responsible, accountable behavior patterns and have an adequate amount of time in which to practice and demonstrate proficiency in the role of the PTA. In order to assist with this process, the following policy has been developed.

- a) Students are expected to attend every day of each clinical experience.
- b) Any absence from clinical education will require make-up and will necessitate a decision by the clinical instructor, with input from the ACCE for make-up days or additional assignments.
- c) ***Students must notify the CI if they are going to be absent or tardy that day.*** If at all possible, notification must be made at least one hour prior to clinical. Plan for unavoidable situation by having clear expectations between student and CI on the procedures for communication in the event of an unavoidable absence or tardy.
- d) If the student is not present when clinical day begins, the student is tardy. Being tardy three times could result in failure of the clinical course. Time missed because of absence or tardy will require make-up at the discretion of the CI with input from the ACCE as requested by the CI.
- e) If the student comes to clinical ill, he will be sent from the clinical area and will be given a clinical absence.
- f) A student who has been absent due to illness or injury must present, on request of the instructor, a written statement regarding status of health from the attending physician. The CI makes the decision to allow the student to participate in the facility.

Methods of Evaluation

The tool used for student evaluation and communication of performance to the student and program is the PTA CPI web-based system. A copy of the instrument, manual and links to training are available at the MSC Clinical Instructors webpage. To access the on-line system, the CI must have log in information provided by the ACCE. When the CI or student has difficulty in accessing the on-line CPI tool then they should contact the ACCE for assistance.

The URL for the PTA CPI is: https://cpi2.amsapps.com/user_session/new

APTA PTA CPI Web provides students and clinical instructors a way to assess clinical performance using the web-based, APTA-developed CPI (Clinical Performance Instrument). Once sub-mitted, students, clinical instructors, and academic faculty can view CPI data instantly. PTA CPI Web helps the academic program track the progress of all students in their program online and export the data for further outcomes and curriculum assessment analysis. CPI Web also integrates with CSIF Web to manage clinical site data and with Site Assign to randomize and auto-mate student placements.

The CPI is a publication of the APTA and is only available after proper training.

In 2023, a new version of the online CPI will become available and the training for this will be completed. A link and instructions to that training is available on the Quick Reference page in **Appendix 1**

ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance should be an ongoing process that includes frequent feedback to the student. The student should not be surprised at formal mid-term or final evaluations. The CI should provide frequent daily instruction, correction, and feedback on performance. This frequent feedback may be informal conversations or more formal review of performance. The CI should schedule a daily meeting times with the student at least initially in the clinical experience. Both CI and student should come prepared to discuss concerns and questions.

Formal Evaluation: The evaluation tool used by the program is the APTA CPI Student Assessment tool. The student should demonstrate effective self-evaluation skills and complete a self-evaluation prior to the

experience and as requested by the CI. The information on the evaluation form should not be new information if effective feedback is provided in an ongoing way. If feedback is provided late or not early enough in the process, then there is less time to improve performance. The formal evaluation is a summary and record of progress, with recommendations for further growth and should **never be a surprise**.

EARLY WARNING

The early identification of concerns related to student performance is critical to instruction and allowing time for the student to improve performance. Without early identification of concerns or problem areas the student is more likely to be surprised when they are provided evaluation at mid-term or final periods. The CI should identify areas of concern early and address these with the student and report to the ACCE any critical incidences. This process is provided in the CPI instructions.

PHYSICAL THERAPIST ASSISTANT DRESS CODE

The following dress code relates to the expectation of the program. When the student is in the clinical facility they must follow the dress code of the facility. The program does expect all students will present themselves in a professional manner.

General Considerations for Clinical Experiences

- 1) Students will be required to present themselves in an acceptable manner fitting the experience. MSC/PTA uniform shirts, if acquired may be worn at the discretion of the CI and if it fits within facility policy.
- 2) The student may be required to acquire facility specific clothing such as scrubs or lab coats worn only for clinical experiences that require them and as requested by the faculty for special events.
- 3) Pant suits/slacks may be worn under the lab coat, but NO jeans, shorts, sandals, immodest shirts or pants, or bare feet.
- 4) Women must wear bras.
- 5) Students must identify themselves to patients and facility personnel as students. Students will have a name badge that identifies them as a student worn in all clinical experiences

Personal Grooming - Hair should be clean and neatly combed; secured away from the face (no bows); confined further as needed or directed by instructor; moderate in style; close shaves are expected or neatly trimmed mustaches or beards are acceptable.

Accessories –

1. Only one ring may be worn on each hand, smooth wedding band only in clinics;
2. No visible body piercing or tongue rings (jewelry) are allowed;
3. No more than one single pair of small pierced or clip earrings is acceptable only in ears;
4. A watch or method of tracking time but care should be taken to avoid use of phone unless this is communicated to patient and CI to avoid appearing to be disengaged;
5. Any visible tattoo may be required to be covered.

Make-up - May be worn in moderation and no excessive false eye lashes.

Nails - Clean and short-trimmed; no excessive nail polish; no artificial nails or tips in clinical experiences

Hygiene - Daily bathing and deodorant use is required; no perfume or heavily scented lotion is acceptable. If a CI communicates that the student is showing poor hygiene, then the student will be dismissed from the facility and may fail the clinical experience.

Compliance

Any student not complying with the policy regarding dress code and personal grooming, as determined by the instructor, will be dismissed from the clinical or academic area and regarded as absent for the day. Continued failure to comply can result in dismissal from the program.

Appendices

- Quick Reference for CIs – **Appendix 1 – Page #13**
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Clinical Education

There are three full-time clinical experiences over the course of the program.

- PTA 2152 – 4 weeks – 160 hours
 - Integrated within the program
- PTA 2243 – 5 weeks – 200 hours
 - Following all classroom instruction
- PTA 2253 – 5 weeks – 200 hours

Each clinical experience has specific student expectations outlined in each clinical course syllabus.

Check out the MSC CI Resource Manual available the MSC Program CI Link below.

Clinical Instructor Activities and Expectations

- Review and sign CI agreement on or before beginning clinical.
- Review student self-assessment and communicate expectations, goals, and in-services if required.
- Provide orientation to the facility and policies and procedures that apply to the student.
- Always provide DIRECT SUPERVISION.
- Provide questions and offer feedback to assist students in further developing clinical decision-making skills.
- Providing ongoing feedback to students regarding performance.
- Evaluate and document student performance using the PTA CPI.
- Contact ACCE if student is not progressing a satisfactory way to develop a learning agreement.

Clinical Instructor Resources

[CPI Training 2023](#) –



[APTA Supervision & Teamwork](#)



[MSC Program CI Webpage](#)



Expectations of the Student

- Students will complete a self-assessment and develop a list of strengths, weaknesses, and specific goals to achieve during this rotation.
- Submit signed CI agreement form by the end of day one.
- Participate in the orientation of the facility and review policies and procedures that pertain to the student.
- The student is responsible to communicate to CI the specific PTA CPI required skills to complete during this clinical.
- Student and CI will complete student review sheet.
- Student will complete weekly journal entries into Blackboard.
- The student will complete the PTA student evaluation document and review with the CI.
- The student will communicate directly with Mrs. Paul and concerns that effect their performance.

If you have any questions or concerns, please feel free to contact:

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Thank you for your partnership!

Murray State College

Physical Therapist Assistant Program

Clinical Instructor Identification/Agreement Form

- PTA 2142 - Clinical Practicum I – Dates _____
- PTA 2243 - Clinical Practicum II – Dates _____
- PTA 2253 - Clinical Practicum III – Dates _____

Instructions: This form is to be completed on or before the first day of the clinical experience. The student must review the form with the clinical instructor prior to beginning any clinical activities. The clinical instructor must agree to provide supervision and sign this form prior to beginning any clinical activities. Once completed and signed, the student should scan the document and submit a pdf copy of the form via the blackboard course by the end of the first day.

Student Name:	
Clinical Instructor Name:	License #:
Clinical Facility Name:	
Clinical Facility Address:	
If CI is a PTA, then provide the Supervising Physical Therapist Name:	Supervising PT License #
CI Email Address:	Secondary Contact #:
Primary CI Phone #	Fax #:
Best Day/Time for ACCE contact:	
Provide CI typical schedule – Work Days and hours:	

Clinical Instructor Agreement

I, _____ (Clinical Instructor), have seen the learning objectives and the Clinical Performance Instrument (CPI) to be used to assess student performance during this clinical experience and I agree to provide **direct supervision** of this student during this experience.

Signature of Clinical Instructor

Signature of Student

Date

To be signed and dated on the first day of the clinical experience before any patient contact activities.

EXHIBIT A

**(This is a part of the clinical contract between MSC and Clinical Sites)
STUDENT AGREEMENT**

Clinical Affiliation Agreement: Student acknowledges that he or she has received a copy of the Clinical Affiliation Agreement between School and Facility and that he or she will abide by the terms and conditions of the Clinical Affiliation Agreement which apply to him or her.

Confidentiality: Student acknowledges that as a result of the Clinical Affiliations, he/she may have access to confidential information, including the identities of patients. To the extent allowed by law, Student shall hold confidential all patients and Facility information obtained as a participant in these activities and not to disclose any personal, medical, or related information to third parties, family members, other students, or teachers. Student is committed to protect and safeguard from any oral and written disclosure all confidential information with which he/she may come in contact. Student shall not be permitted to copy and/or have access to patient medical records except as permitted by Facility. Except as permitted or required by this Agreement or by law, Student will not use or disclose patient information in a manner that would violate the applicable requirements of the Privacy and Security Standards contained in the Health Insurance Portability and Accountability Act of 1996 and its regulations ("HIPAA"), which are incorporated herein by reference. Student expressly agrees to comply with the applicable provisions of HIPAA in all respects, including the implementation of all necessary safeguards to prevent such disclosure. Student acknowledges that any breach of confidentiality or misuse of information may result in termination of Student's access to Facility, the potential termination of Facility's relationship with Student's school and/or legal action. Unauthorized disclosure may give rise to irreparable injury to the patient or the owner of the confidential information, and accordingly the patient or owner of such information may seek legal remedies against the Student.

Fitness: Student shall provide documentary evidence that Student is fit for participation in the Clinical Affiliations as required by Facility policy, including, but not limited to the following: (i) a complete Hepatitis B vaccination series (series of three or waiver); (ii) negative PPD or chest x-ray; (iii) MMR vaccination(s) or positive titer(s), including two doses of the mumps vaccine or positive mumps titers; and (iv) a written verification of varicella history, varicella vaccination or a varicella titer by a physician or a physician's designee. Student shall immediately notify Facility should any illness or other health condition arise that may limit Student's participation in the Clinical Affiliations.

Compliance with Policies and Rules: Student shall abide by all written applicable rules and policies. Students shall abide all instructions provided by Facility, whether verbal or written, while participating in the Clinical Affiliations. Student shall review information provided by Facility, which includes information regarding bloodborne pathogens, hazardous chemicals, TB prevention, fire safety, electrical safety, and emergency preparedness. Student agrees to wear appropriate attire, including an identification badge identifying him/her as a student, if requested by Facility.

Limitation: Student understands that by signing this Agreement, Student is not guaranteed participation in any clinical activities at Facility. Facility in its sole discretion shall determine eligibility to participate.

Termination of Student: Termination of Student shall be governed by the terms and conditions of the Clinical Affiliation Agreement.

Assignment: This Agreement and/or rights, duties or obligations hereunder, may not be assigned by any party hereto without written consent of all other Parties to the agreement.

Entire Agreement: This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties. This Agreement supersedes any prior agreement between these parties covering the Clinical Affiliations.

Date: _____ Student: _____

Physical Therapist Assistant Program Course Descriptions

The following course descriptions are for the technical or 2nd year of the PTA program.

PTA 2103 – Anatomy & Movement I - This course introduces students to the movement system including skeletal, articular, muscular, circulatory, and nervous systems as they relate to the practice of physical therapy. Topics include anatomical terminology, identification of landmarks & structures through palpation, joint motion assessment (goniometry), and biomechanics. The student will develop a foundation for further learning for assessment of and interventions to enhance motion, strength, endurance, balance, and coordination through therapeutic exercise interventions. This course includes in-class, online, and lab components.

Prerequisite: Admission to the PTA Program. Corequisite: PTA 2112

PTA 2112 - Introduction to Physical Therapy - This course introduces students to the physical therapy profession. Foundational topics include program success strategies, history of physical therapy, defining contemporary physical therapy, professional organization, the preferred relationship between PT and PTA, ethical and legal issues, federal/state regulations, interpersonal communication, diversity/cultural competence, and professional documentation. The content of this course will serve as a foundation from which to further develop the skills required for success in the PTA program and in the profession of physical therapy. This course includes in-class and online components.

Prerequisite: Admission to the PTA Program Corequisite: PTA 2103

PTA 2126 - Physical Therapy Principles and Procedures I - This course includes principles and procedures for selected physical therapy procedures including assessments and interventions. Topics include preparation for patient care, positioning/draping, aseptic technique, safety, patient transfers, assistive devices, and vital signs. Biophysical agents include electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, and traction and light therapies. Patient education, professional behaviors, and documentation related to course content are included. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2134, PTA 2145

PTA 2134 – Pathology for the PTA- This course is the study of diseases and conditions common in individuals receiving physical therapy. Students will learn the etiology, pathophysiology, and impact of selected medical and surgical conditions with an emphasis on movement and function in individuals across the lifespan. Topics include an introduction to health, illness, and disability, clinical medicine, pathology of the musculoskeletal system, pathology of the nervous system, and other select topics. Content will include the medical terminology associated with each topic and a focus on physical therapy interventions/practices associated with select conditions. This course includes in-class and online components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2126, PTA 2145

PTA 2145 – Anatomy & Movement II - This course involves the study of the structure and function of the musculoskeletal system with an emphasis on human movement. This course builds on the information and skills presented in prior courses, including assessment and physical therapy interventions to enhance movement and function across the lifespan. Topics include an Introduction to therapeutic exercise, postural assessment, flexibility testing, muscle strength assessment, and assessment of gait. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103 Corequisite: PTA 2134, PTA 2126

PTA 2152 - Clinical Practicum I - This course is a full-time integrated clinical experience. Students will actively participate in the supervised clinical application of physical therapy assessment and interventions in real-life clinical environments. Students will work under the direct supervision of clinical faculty. This course will require the application of knowledge and skills presented in prior courses. Four weeks (4 x 40 hours=160 hours). The location of the clinical practicum is assigned by program faculty based on learning needs and available clinical sites. Students are responsible for transportation and housing during this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145

PTA 2213 - Physical Therapy Principles and Procedures II - Physical therapy principles and procedures in addition to those included in prior classes are discussed in this class. Topics include gait training techniques, balance assessment, and intervention, additional therapeutic exercise applications, manual therapy appropriate to the PTA, orthopedic management, and pulmonary physical therapy. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152 Corequisite: PTA 2223, PTA 2234

PTA 2223 - Seminar in Physical Therapy - This course is designed to assist the student in the transition to being a licensed physical therapist assistant. Topics included are current trends, patient services, integrating theory and practice in various practice settings, licensure issues, and the employment process. This course includes in-class and online components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152

Corequisite: PTA 2213, PTA 2234

PTA 2234 -- Rehabilitation Techniques – This course emphasizes the rehabilitation process. Students will learn contemporary physical therapy rehabilitation techniques/interventions used with individuals across the lifespan that may have disabilities associated with congenital or acquired conditions. Topics include psychosocial, amputation, brain injury, spinal cord injury, cardiac conditions, genetic/congenital disorders, and the use of prosthetics, orthotics, mobility, and other assistive devices and technology. This course includes in-class, online, and lab components.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, and PTA 2152

Corequisite: PTA 2213, PTA 2223

PTA 2243 - Clinical Practicum II - This course is a full-time terminal clinical experience. Students will actively perform clinical observation, application, and practice of physical therapy including assessment and intervention under the direction and supervision of qualified clinical faculty. This course requires the application of knowledge and skills presented throughout the program. Five weeks (5 x 40 hours = 200 hours). The location of the clinical practicum is assigned by program faculty based on learning needs, prior experiences, and availability of clinical sites. Students are responsible for transportation and housing during this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, PTA 2152, PTA 2213, PTA 2223, and PTA 2234.

PTA 2253 - Clinical Practicum III - This course is a full-time terminal clinical experience. Students will actively perform clinical observation, application, and practice of physical therapy including assessment and intervention procedures under the direction and supervision of qualified clinical faculty progressing to entry-level practice expectations. This course requires the application of knowledge and skills presented throughout the program. Five weeks (5 x 40 hours = 200 hours). The location of the clinical practicum is assigned by program faculty based on learning needs, prior experiences, and availability of clinical sites. Students are responsible for transportation and housing during this course. A post-clinical seminar (3 to 4 days) is required as part of this course.

Prerequisite: PTA 2112, PTA 2103, PTA 2126, PTA 2134, PTA 2145, PTA 2152, PTA 2213, PTA 2223, PTA 2234, and PTA 2243.

PTA 281(1, 2, or 3) - Special Issues in Physical Therapy - This course may be an elective class taken with permission from the PTA Program director. Interested students in need of specific learning opportunities may contact the program director. A "Special Issues" course maybe 1, 2, or 3 credit hours and may be used to foster specific learning of new content or to ensure continued competency. The student will participate with the instructor in the development of a learning contract that will include the program of study, student responsibilities, and expectations for the class. This class is available at the discretion of the program director and is primarily for students who are enrolled in the technical portion of the program or in the process of applying to the PTA program. This course may also be used to ensure continued competency of knowledge and skills previously acquired. Prerequisite: None