PHYSICAL THERAPIST ASSISTANT
Clinical Education Handbook

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APPENDICES

Appendix A: Standards of Ethical Conduct for Physical Therapist Assistants
Appendix B: Attestation of Competency Form

*The following must be signed and turned in to DCE by the end of Clinical Education Orientation:*
Appendix C: Handbook Attestation
Appendix D: PTA Confidentiality Statement
Appendix E: PTA Program Notice and Release Form for Clinical Experiences

*The following are documents that are required for each clinical rotation:*
Appendix F: Weekly Goals and Progress Form
Appendix G: Work Ethics Form
Appendix H: Post-Clinical Self-Assessment for CI
Appendix I: Clinical Timesheets
The printing and publication of this handbook supersedes all other Healthcare Handbooks that were given out prior to the effective date of May 31, 2018.

NOTE: The Health and Public Safety Technologies Division reserves the right to amend or change handbook or syllabi policies as necessary.

ATC Mission & Philosophy
Atlanta Technical College, a unit of the Technical College System of Georgia, provides lifelong educational opportunities and experiences through academic and innovative career preparation, service learning, and multiple program delivery modalities that lead to technical certificates, diplomas, and associate degrees and make student development and success possible in a competitive global economy.

The strength of Atlanta rests in its citizens whose skills, values, and ethics make them a productive and competitive force. The men and women of Atlanta should be productive workers if the city and its environs are to attract new business and industry and strengthen existing companies that have enabled Atlanta to become the commercial hub of the entire Southeast. Atlanta Technical College believes that the positive results of a literate and technically competent citizenry will accelerate Atlanta's continued appeal to existing, expanding, new, and emerging businesses and industries and will in turn contribute to the economic and social growth of individuals living and working in and around Atlanta.

Atlanta Technical College Strategic Goals (2018 - 2022)
Strategic Goal 1: Align programs, initiatives, and services to ensure student success and to meet community and industry needs.
Strategic Goal 2: Improve institutional infrastructure for leadership and accountability across all functions of the college
Strategic Goal 3: Strengthen internal engagement
Strategic Goal 4: Build a sustainable business model for resources and industry partnerships

APTA Vision Statement for Physical Therapy 2020
Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in patients'/clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist directed and supervised components of interventions.
Physical Therapist Assistant Program Philosophy
In compliance with the expectations and regulations of the Technical College System of Georgia and Atlanta Technical College, we believe the following:

The education of a physical therapist assistant:
- is to develop each student's potential as a culturally-competent contributing member of the Physical Therapy profession.
- includes elements of general education for the purpose of developing independent and critical thinking, values clarification, communication skills, and an understanding of basic fundamental theories.
- presents the most currently relevant course material and educational techniques which allows the student to work in any type of structured Physical Therapy setting and is enhanced by periodic evaluation from students, academic, and clinical instructors.
- involves academic and clinical instructors (Cls) in curriculum development, implementation, evaluation, and revision of the PTA Program.

The teaching & learning process within the PTA program:
- should implement evidence-based practice.
- is an interdependent continuous process between instructor and student and is based on the learner's needs, interests, goals and program objectives.
- should be organized in its approach from simple to diverse.
- fosters attitudes and abilities which encourage students to have a commitment to continuing personal and professional growth.
- integrates the cognitive, affective and psychomotor approaches to learning.

Physical Therapist Assistant Program Mission
In keeping with the mission and values of Atlanta Technical College and its commitment to workforce development, the PTA Program will produce skilled entry-level physical therapist assistants, who will master the process of self-awareness, knowledge building, and skill development that results in cultural competency in their provision of physical therapy under the direction and supervision of a physical therapist. By integrating academics and applied career preparation, PTA program graduates will engage in health encounters that are positive and affirming to patients, families, friends, and colleagues, and enhance the diverse society in which they will practice.

PTA Program Clinical Education Goals
1. Administer and provide complex and evidence based practice under the direction of a licensed and experience PT or PTA.
2. Establish and maintain culturally competent and age appropriate relationships with patients and families.
3. Participate in teaching and support of patients, families, and other health care providers.
4. Communicate effectively with patients, families, colleagues, and the public via verbal, written, and electronic means.
5. Utilize accepted professional standards to document patient care.
6. Establish collegial relationships with peers and other health care professionals.
7. Use critical thinking as a basis for decision making in professional practice.
9. Practice within the profession's ethical and legal framework.
**Student Learning Outcomes:**
The student learning objectives (SLOs) for the PTA program state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire while in the program. The following outcomes are measured throughout all technical coursework in the program:

**SLO1:** At the completion of the Physical Therapist Assistant Program, students will communicate verbally and non-verbally with the patient, the physical therapist, health care delivery practitioners, and others in an effective, appropriate, culturally competent and capable manner.

**SLO2:** At the completion of the Physical Therapist Program, students will demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.

**SLO3:** At the completion of the Physical Therapist Assistant Program, students will be able to demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.

**SLO4:** At the completion of the Physical Therapist Assistant Program, students will be able to recognize when intervention should not be provided due to changes in the patient’s status and report this to the supervising physical therapist.

**SLO5:** At the completion of the Physical Therapist Assistant Program, students will be able to recognize when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiate clarification with the physical therapist.

**Program Outcomes:**

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Program Outcome Measures of Success</th>
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<tr>
<td>Graduates of the PTA Program would have demonstrated competence in providing identified components of a physical therapy plan of care as directed and supervised by a physical therapist.</td>
<td>Program Graduation Rate ≥80%</td>
</tr>
<tr>
<td>Graduates of the PTA program will be prepared to write their respective State Board of Physical Therapy as eligible candidates for licensure upon passing the NPTE</td>
<td>NPTE Rate ≥85%</td>
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<tr>
<td>Graduates of the PTA program will communicate verbally and non-verbally with the patient, the physical therapist, health care delivery practitioners, and others in an effective, appropriate, culturally competent and capable manner.</td>
<td>Entry-level ratings for all criteria of the CPI = 100%</td>
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<td>Employer Satisfaction Rate of graduates one-year post-employment ≥ meets expectations</td>
<td>Employment Rate post-graduation ≥90%</td>
</tr>
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<td>Graduates of the PTA program will promote professional attitudes and behavior of physical therapist assistants, who are committed to meeting the health needs of patients/clients and society through ethical behavior, continued competence, collegial relationships with other health care practitioners, and advocacy for the profession</td>
<td>APTA Membership/Service post-graduation ≥ 60%</td>
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<td>Graduates become Clinical Instructors within 5 years of licensure ≥60%</td>
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As a demonstration of our confidence in the quality of our programs and in accordance with the policies and procedures of the Technical College System of Georgia (TCSG), Atlanta Technical College warrants every graduate of our technical college programs offering a technical certificate of credit, diploma, or associate degree. The warranty guarantees that graduates of state technical colleges or participating local technical colleges have demonstrated competence in those competencies as defined by the Industry Technical Committee and included in the approved state curriculum standards.

**WARRANTY OF DEGREE, DIPLOMA, AND TECHNICAL CERTIFICATE OF CREDIT GRADUATES:**
The Technical College System of Georgia warrants that any program graduate who is determined to lack such competence; namely, not be able to perform one or more of the competencies contained in the industry-validated Standard or Program Guide, including failure to pass a state required licensing examination, shall be retrained at no cost to the employer or the graduate for tuition or instructional fees. A warranty claim may be filed by either an employer in conjunction with a graduate or a graduate if the individual is unable to perform one or more of the competencies contained in the industry-validated Standard or Program Guide, including failure to pass a State of Georgia required licensing examination or national licensing examination. This warranty is applicable only to graduates of a technical certificate of credit, diploma, or degree program who entered the program subsequent to the mandated standards implementation date. The warranty shall remain in effect for two years immediately following the date of graduation and shall be honored by any technical college that offers the program from which the individual graduated. Additional warranty information is available on the Atlanta Technical College website. The college contact person is the Equity/Special Needs Coordinator who may be reached at 404.225.4434.

**ACCREDITATION:**
Physical Therapist Assistant Program at Atlanta Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org
We have three formal clinical education experiences annually in the fourth and fifth semesters of the program:

- **CLINICAL EDUCATION IA:** May 20 – July 26, 2019 (10 weeks) 4 hours per week
- **CLINICAL EDUCATION IB:** August 12 – September 6, 2019 (4 weeks) 30 hours per week
- **CLINICAL EDUCATION II:** January 6 - 31, 2020 (4 weeks) 40 hours per week
- **CLINICAL EDUCATION III:** February 5 – March 25, 2020 (7 weeks) 40 hours per week

**Clinical Education I (PHTA 2140)**
This course provides students with the opportunity to observe and practice skills learned in the classroom and laboratory at various clinical settings for physical therapy practice. Students will be supervised by a clinical instructor who is either a licensed physical therapist or licensed physical therapist assistant. The first portion of this course will be primarily observation with an emphasis on professionalism. The second portion of this course will encompass clinical skills in addition to continued professional behaviors. Topics include preparation of patients, treatment areas, and equipment; vital signs and sensory assessment; wound care and personal protection; transfers, body mechanics, and assistive devices; application of physical agents; goniometric measurements; therapeutic massage; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.

**Clinical Education II (PHTA 2180)**
This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.

**Clinical Education III (PHTA 2190)**
This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.
Clinical Competencies by Course:

**CLINICAL EDUCATION I**

To be eligible to start the first rotation, completion of the following prerequisite coursework is required:

- Introduction to Physical Therapy
- Patient Care Skills
- Functional Anatomy & Kinesiology I
- Kinesiology II
- Physical Therapy Procedures I & II
- Pathology I
- Rehabilitation I

It is expected that students will be given appropriate supervision with adequate time allotted to become proficient in these clinical skills. Emphasis should be focused on facilitating competency in physical therapy interventions covered in academic coursework.

Students will be expected to perform at the “Beginning Level” * to “Advanced Beginning Level” * in the following areas:

- Professional behaviors and responsibilities/core values
- Career development
- Legal and ethical responsibilities
- Communication skills and Health Literacy
- Cultural competence and health disparities
- Research and evidenced-based practice
- Current trends in PT
- Documentation skills
- Administration / management skills (billing)
- Teaching and learning principles
- Psycho-social considerations
- Patient Care Skills: vitals, body mechanics, anthropometrics, draping, positioning, ADL’s (bed mobility, transfer training), ADL assistive and adaptive devices
- Specialty care equipment
- Emergency response; supportive devices (slings, collars)
- Kinesiology
- Biomechanics
- NMS system
- Muscle attachments, actions and innervations
- Joint ROM and goniometry (muscle length, gross MMT)
- Sensory response
- PPE, universal precautions / infection control, isolation / sterile technique
- Wound care management, dressing
- Physical agents: cold pack, ice massage, contrast baths, hydrotherapy, diathermy, fluidotherapy, hot packs, paraffin, ultrasound
- Ultraviolet, Infrared, Laser
- Soft tissue mobilization (massage)
- Inflammation, tissue healing and edema.
- General medical Disorders / diseases (Integumentary; Metabolic and Endocrine, GI and GU). Oncology
- Musculoskeletal System Disorders / Diseases
- Muscle mass assessment
- Ventilation, Respiration and Circulation (cyanosis, edema, pain, dyspnea, chest wall expansion and excursion, cough and sputum characteristics)
- Hematologic, Lymphatic Systems Disorders / Diseases
- Pharmacology for pain / inflammation and Musculoskeletal, Endocrine, and GI Systems Management.
- Functional Mobility and Training / Wheelchair Management
- Orthopedic Rehabilitation (therapeutic exercises: ROM, strengthening, power, aerobic conditioning, flexibility/PROM, anaerobic/endurance training and aquatics)
- Gait Patterns and Assistive Devices
- Home Management, Community, and Work Reintegration (environment assessment)
- Health Promotion, Wellness and Prevention (exercise benefits, injury prevention)
- Pain Theories and Assessment
- Mechanical devices (traction, vascular compression apparatus)
- Electrotherapeutic Agents
- Adaptive, Protective and Supportive Devices: (basic splinting / bracing)

*As defined by the APTA’s Clinical Performance Instrument

Types of clinical settings appropriate for Clinical Education I include:
- Acute care
- In-patient rehabilitation
- Out-patient rehabilitation
- Skilled Nursing Facilities

**CLINICAL EDUCATION II:**
To be eligible to start the intermediate rotation, students would have completed all remaining academic course work:
- Pathology II
- Rehabilitation II

Students will be expected to perform at the “Intermediate” to “Advanced Intermediate Level” by the end of Clinical Education II.

*Students participating in Clinical Education II would be expected to demonstrate proficiency in a broader range of physical therapy interventions with an in-depth understanding of various diagnoses. Students would be expected to handle a modest caseload with continued support from the Clinical Instructor as needed.*

Types of clinical experiences appropriate for Clinical Education II & III include:
- Orthopedics (advanced)
- Neuromuscular
- Pediatrics
- Geriatrics
- Cardiopulmonary
- Home Health
To be eligible to begin the final rotation, students must successfully pass Clinical Education II and all prerequisite courses. Failure to complete all prerequisites prior to Clinical Education III will result in delayed graduation verification and degree conferment. Under no circumstances should students be enrolled in any other coursework during this course.

Students will be expected to perform at “Entry Level” in all criteria by the conclusion of the clinical education program. These criteria align with competencies expected upon graduation from accredited PTA programs. Students and Clinical Instructors are referred to the APTA’s Minimum Required Standards for PTA Graduate for a comprehensive listing of entry-level practical skills: [https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf](https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf)

Provisions for Clinical Placement
Clinical Education is a privilege, not a right to PTA students. Students must have passed and currently be passing course work with at least a cumulative 75% in all coursework prior to being placed in a clinical education experience. Students must also score at least 80% during the skills check-offs and lab practical exams. The Atlanta Technical College’s PTA Program uses affiliating institutions for student’s clinical experiences. As such, students must meet any requirements that the affiliating institution imposes. Students must complete a background check, drug screen, and proof of currency with required immunizations (Hepatitis B forms and PPD testing) in the semester prior to clinical placement. Background checks and drug screens will be completed through Advantage Students. Information contained in the background check and drug screen will be reviewed by the affiliating facility. Some facilities may require a health screening. For those facilities, students must submit to a health screening completed by a physician, and that screening will be submitted to the requiring facility/institution. In addition, the student must have professional liability insurance and student accident insurance, both provided by ATC. The student is responsible for keeping copies of any paperwork associated with these requirements and must take them to the clinic upon request. The student must also sign a PTA Notice and Release Form for Clinical Experiences prior to any ATC PTA clinical education experience.

Selection of Clinical Facilities
The facilities utilized for clinical experiences will be determined by the Director of Clinical Education (DCE) and announced in advance of your actual participation. Selection of facilities are based on student’s practical skill level, preference for practical setting (i.e., sports medicine, pediatrics, neurological rehabilitation), and space availability. Selections will not be made based on physical location. Atlanta Technical College’s PTA program stipulates that all clinical facilities fall within a 2-hour travel radius from campus. The DCE will meet with students who will have a one-way commute > one hour to determine whether accommodations for student lodging can be made. Ultimately, it is the student’s responsibility to ensure timely arrival to all clinical rotations.

Students are not allowed to make contact with any clinical site without explicit prior approval from the DCE. Student clinical assignments can only be made once it is determined that the facility

- Is accepting students
- Meets the clinical education criteria and is able to provide the expected learning experiences
• Establishes a clinical contract with Lanier Technical College in a timely manner

Students who wish to do one or more clinical rotations outside of the 2-hour radius from campus area should be in contact with the DCE 6-12 months prior to the scheduled clinical. PTA students may not be assigned to clinical sites where the student has a prior or existing relationship with the site or the CI. This relationship may include previous work at the facility, familial or personal relationships. **Students must disclose any conflicts of interest to the DCE when clinical assignments are given. Failure to do so could delay clinical site placement and progression through the program.**

**PATIENT RIGHTS**

Patients have the right to know when a student is involved in their care and the right to refuse this service at no risk or detriment to their care. **Students must prominently display their ATC student name badge at all times on clinical affiliations.** It is the shared responsibility of the student and clinical instructor to inform and gain consent from each patient/client prior to any student participation in treatment.

Students must be aware that all client information is confidential and in accordance with the *Health Insurance Portability and Accountability Act* [HIPAA] of 1996. As a result, students should not:

- Photocopy any patient information.
- Remove patient information from the unit, floor, etc.
- Document client names on school coursework, care plans, etc.
- Discuss patient information with anyone outside of the clinical area (elevators, cafeterias, restrooms, etc.).
- Discuss patient information with anyone that is not directly involved in patient care.
- Students will be required to sign a confidentiality statement reflecting understanding of the confidentiality guidelines. Failure to adhere to the confidentiality guidelines may result in legal action by the clinical facility.

**Please review and sign the Confidentiality Agreement (Appendix D) and return to the DCE.**

**CLINICAL SAFETY & CRITICAL INCIDENTS**

Clinical safety is important to the student, the clinical site, the patient and the ATC PTA program. The following is not to be considered an all-inclusive list of safety measures but merely a general set of guidelines. Students should use these guidelines to assist in working toward developing their own professional judgment as needed for future practice and the PT/PTA relationship. Every situation in the clinic is different and students should always ask the CI if any safety policy or measure is in question during patient care situations.

The student will:

- Always consider patient safety first.
- Enlist the help of the CI when a patient care situation is out of the scope of a student PTA or is beyond what the student has learned in class and lab.
- Never leave a patient unattended without a call bell or safety mechanism.
- Ensure that he/she has all pertinent patient information and equipment prior to patient care.
- Observe all safety policies and procedures of the Clinical Site.
- Report any safety concern or accident to his/her CI immediately.

**Illnesses/Communicable Diseases**

In order to ensure the health and safety of all students and patients in the clinical setting, all illnesses or infections, as well as communicable diseases, must be reported to the Clinical Instructor [CI] and the Director of Clinical Education (DCE). Should the student become ill while on clinical duty, he/she should report immediately to the CI and the DCE. A student who experiences a change in his/her health status that may affect performance and/or jeopardize him/her or others, will be required to bring a doctor’s statement and make-up any missed days (see clinical attendance policy). The doctor’s statement will be evaluated by the DCE and CCCE at the clinical facility to determine the feasibility of the student completing the rotation.
If determined that the student is unable to continue in the rotation, the student must proceed according to the stipulations for program re-entry (please refer to the Academic Policies in the PTA Student Handbook).

**Suspected Substance Abuse at Clinical Sites**
If a student shows signs of impairment, CIs and/or CCCEs are requested to ensure the safety of their staff and patients, first and foremost. The CIs and/or CCCEs should determine if security or law enforcement officials should be called. The next immediate step is for the CIs and/or CCCEs to contact the DCE and follow the institutional procedures set forth by the affiliating institution. If the clinical site does not have a suspected substance abuse policy, the PTA Program DCE will provide further assistance as needed. It is the policy of the ATC PTA Program to support the CIs and/or CCCEs and any decisions made by the clinical site and its administrators when substance abuse is suspected.

**Reporting of Patient Abuse or Fiscal Maleficence**
PTA students working in a pediatric and/or geriatric setting should be aware of the signs of physical abuse to patients. When abuse is suspected, the student should consult with the CI first, CCCE, and if necessary, the DCE, to ensure that steps are taken by a licensed clinician to screen the patient in question, look for patterns consistent with the physical signs of abuse observed, and take the appropriate action for the safety of all involved.

With regards to domestic abuse, PT’s and PTA’s have an ethical duty to treat victims of domestic violence with dignity, confidentiality, and compliance with the governing laws and regulations of the facility at large. Should a student suspect domestic violence, the student should report it to the CI and/or CCCE, and if necessary, the DCE, to ensure the proper procedures are taken. Please refer to your clinical site’s orientation guidelines for further details.

Legal and ethical fiscal management of a facility is critical to the continuity of services provided within the physical therapy clinical setting. Understanding of proper billing, treatment coding, and service delivery is an essential skill required of each student. If maleficence is suspected within a clinical facility, the student must follow the protocol outlined under *Conflict Resolution*.

Ultimately students are to conduct themselves as professionals within the physical therapy environment. *The Standards of Ethical Conduct for the Physical Therapist Assistant* should be used to guide student practice. Please refer to the Appendix A for more details.
Student Requirements

Each student is required to complete 40 hours per week barring any holidays (MLK/ Labor Day)

Each semester, in order to be eligible to attend clinical education rotations, the following items must be current and on file in the PTA office:

- A copy of ATC’s liability insurance verification. (provided by the college).
- A copy of certificate of completion of the ATC PTA Program’s HIPAA and OSHA training (course and quiz are in Blackboard)
- A copy of immunization records.
- A copy of current CPR card with BLS certification – American Heart Association Healthcare Provider.
- A copy of negative PPD and/or x-ray results (may be requested per rotation).
- An updated criminal background check and drug screen to comply with the requirements of the respective clinical facilities (to be completed before July 30th)
- Students must report any health conditions, including pregnancy, which might impact clinical attendance.

Failure to have all of the above documents on file at least three weeks prior to the first clinical day will prevent the student from beginning the required clinical rotation. Clinical is required per state guidelines to complete all physical therapist assistant courses. If a clinical experience is not completed, the student will not be able to successfully complete the PTA course. As a result, the student will have to withdraw from the course (student initiated) or receive a grade of F for the course in question.

- Formal withdrawal from the college or specific courses is the sole responsibility of the student. All withdrawals originate in the Office of the Registrar located in the Admissions Office. Failure to complete the formal withdrawal process will result in failure for the course and could jeopardize financial aid status.
- If the above documents are not current at all times while in the clinical setting, the student will be dismissed until all items are brought to a current state (Please refer to the clinical attendance policy as stated within this handbook). It is the responsibility of each student to maintain a copy of the above requirements for the duration of the program.

HIPAA/OSHA Training

All students are required to complete HIPAA & OSHA training prior to the beginning of Clinical Education I. The training is self-directed with a post-test given to receive certification of completion. Failure to complete the HIPAA training prior to the start of Clinical Education I will result in delay of student placement. All certificates will be kept in student’s file and made available to clinical facilities as needed. Self-study materials are found in the appendix of this handbook. **Students must turn in the completed post-test by June 30th (prior to Clinical Education I).**

Student responsibilities in clinic include, but are not limited to:

1. Maintain current personal records in Clinical Education Notebook (See below)
2. Upon request, disclose personal information to an assigned clinic site.
3. Comply with the laws and rules of the state where the clinic site is located.
4. Follow all policies and procedures of the clinic site, the PTA program, and Lanier Technical College.
5. Pay any meal, travel or parking expenses associated with attending the clinical education experience.
6. Pay any expenses associated with illness or injury during the clinical practicum.
   a. Hospital setting: Illness or injury is managed in the Emergency Department of that facility.
   b. All other clinical settings the facility and/or company policies are followed.
7. Have computer and internet access to submit assignments and complete the CPI assessment process.
8. While at a clinical site, students should be engaged in learning. When downtime occurs students should be prepared to practice skills with CIs, review treatment plans or home programs, or observe
Clinical Notebook
Students will be required to take a clinical education notebook which will contain the clinical education portion of the ATC PTA Program Clinical Education Handbook, curriculum information and the student’s requested health examination and immunization records. This information will be given to the CI on the first day of the clinical affiliation. The notebook will also contain communication information, CPI information, the CI post-clinical self-assessment, the APTA document “Guidelines for CIs”, and the student’s pre-written goals for the experience. This notebook will remain at the clinical site for the duration of the student’s experience.

**CLINICAL DRESS CODE**

A clinical dress code is established to help safeguard students and patients. Therefore, dress and grooming must be appropriate for clinical activities of the program, in which the students are participating. Clothing will be clean and neat. Hair, skin, hands, and fingernails must be kept clean and well groomed. Tank tops, bare feet, flip-flops, midriffs, short shorts, sagging pants, see-through blouses, plunging necklines, and caps will not be permitted. Approved uniforms must be worn in all clinical facilities.

**Hair:** Hair should be clean, neat, off the collar at all times. Hats, rags and other leisure style head coverings are not permitted within the classroom or clinical setting. Head coverings related to religious beliefs must be approved prior to entry into the clinical setting.

**MUSTACHES & BEARDS MUST BE NEATLY TRIMMED. BEARDS MAY NOT BE PERMITTED IN SOME CLINICAL SITES DUE TO THE USE OF RESPIRATOR MASKS.**

**Nails:** Fingernails must be clean and not longer than the fingertips. Only clear nail polish may be used. No sculptured, acrylic or artificial nails are permitted.

**Perfume:** Perfume and/or colognes are not allowed in the clinical area.

**Jewelry:** Wedding and engagement rings are allowed. One pair of small stud earrings may be worn (pearl, gold, or silver) in pierced earlobes only.
- Hoops and/or dangling earrings are not allowed.
- A watch with a second hand is required at all times.
- Bracelets of any type are not allowed.
- Males are not allowed to wear any type of earrings.
- No visible body art or pierced body parts are allowed (except ears for wearing small earrings for females).

**Make-up:** Cosmetics must be used in moderation. Make-up and eye shadow, if worn, must be natural and not heavy.

**Personal:** The student must maintain proper hygiene at all times (includes bathing, mouth care, wearing an effective deodorant to prevent body order and any other personal hygienic measures).

**Body Art:** Body art and/or tattoos are to be covered at all times when in the clinical setting.

**ID Badge:** The Atlanta Technical College name badge is to be visible and be worn at all times when in the classroom and clinical areas. In addition, the Atlanta Technical College name pin is to be worn at all times on the left side of the uniform when in the clinical setting.

**Other Items:** Students are to have a working writing pen, a note pad a watch with a second hand, and a tape measure on their person at all times. Students are required to be in complete uniform as designated by the clinical site. If the clinical site does not designate a uniform, students will present in accordance the PTA Program Dress Codes. Failure to comply with these rules requires that the student be dismissed from the clinical site for the remainder of
the day and counted absent for the day. A full day must be made up at the end of the semester. (See clinical attendance policy).

**CLINICAL SITE ATTENDANCE POLICY**

Attending orientation with your respective Clinical Instructor is mandatory. Orientation is scheduled at the discretion of the instructor. The CI will notify the student of the facility, date, time and location of the orientation.

- Each student will receive a clinical rotation schedule indicating the assigned facility, Clinical Instructor and time/duration of the clinical experience.
- Students are required to be in attendance for all scheduled clinical days with **no given absences**.
- If an emergency situation arises and the student is not able to attend, make-up days will be allowed at the discretion of the DCE and the affiliated clinical facility. The date and time that is provided by the clinical facility is what the PTA program will adhere to.
- It is the student’s responsibility to make certain the missed days are made up at the designated time. **If the clinical opportunity as provided by the clinical facility is not made up, the student will receive a grade of F for the course.**
- If a student is absent or tardy, he/she must notify the clinical instructor and the DCE immediately after the scheduled arrival time to the facility. If the instructor is not notified of the arrival time, the student will be dismissed from clinical. This will count as one absence and will require a clinical makeup.
- A student will be considered tardy if he/she does not arrive at the assigned clinical facility by the designated time. **Tardiness includes late arrivals of 1 to 29 minutes to the assigned facility as well as late returns from lunch and/or breaks, etc.**
  - If the student is tardy thirty (30) minutes or more after the start of clinical, or who misses thirty (30) minutes or more during the clinical day, the student will be counted absent for one day.
  - Three (3) tardy occurrences of less than 30 minutes will be counted as one (1) absence and the student will have to make up one (1) clinical day.

*Any student dismissed from the clinical setting, except for administrative reasons, will be counted as absent and one (1) day will have to be made up.*

**Clinical Make-up Time**

If an emergency situation arises and the student is not able to attend, make-up days will be allowed at the discretion of the DCE and the affiliated clinical facility. The date and time that is provided by the clinical facility is what the PTA program will adhere to. It is the student’s responsibility to make certain the missed days are made up at the designated time. **If the clinical opportunity as provided by the clinical facility is not made up, the student will receive a grade of F for the course.**

- All clinical make-up time must have DCE and Clinical Instructor approval.
- If the student misses an entire clinical day or is late thirty (30) minutes or more, one entire clinical day must be made up.
- All make-up time will be done at the end of the semester at the discretion of both the DCE and the clinical facility.
Inclement Weather
The weather can vary significantly from city to city. The first concern is always student safety, therefore whether classes are officially cancelled or not, the student is the only person who can decide if it is safe to travel to class or clinical sites. Students must accept the responsibility for their own safety and balancing it with their commitment to learning and professional duty. If the student misses a clinical day for inclement weather, the student must contact her clinical instructor and email/call the DCE immediately.

Pregnancy
A student in the program who is pregnant must provide documentation from her obstetrician if there are limitations to her performance while in the clinical setting. This statement will be considered in determining the feasibility of her remaining in the program.

While the student who is pregnant is attending her clinic rotations, she shall provide each clinic with an updated Physician's Release Form indicating that she is able to participate at 100% (without restriction) as a Student Physical Therapist Assistant. The release shall be based on the objectives of the clinical course and clinic facility policy and shall be updated as the student advances in her pregnancy.

- Accelerated or delayed completion of required clinical hours may be requested by the student, but the final decision regarding the feasibility of such a condensed schedule rests with the DCE and the Program Director.
- The student may be advised to withdraw from the program and petition for reentry after the birth of the baby.
- The program is not obligated to locate a clinical site for any person considered to be "at-risk" or at a less than 100% participation level.
- Upon delivery of the baby and return to the program's activities, the student shall submit a final clearance from the M.D. allowing for a full return to all expected activities.

FAILURE, INCOMPLETE OR EARLY TERMINATION OF CLINICAL EXPERIENCE
If a student is dismissed from a clinical experience for any reason (academic, health, or other) in either PHTA 2140, PHTA 2180, or PHTA 2190, the student’s program advancement will be suspended. There is no guarantee that he or she will be allowed to repeat the clinical experience and advance in the program.

Students may submit a request to the DCE to repeat the clinical experience within 7 calendar days of being notified of the dismissal. To be considered for a repeat experience, the student must meet with the DCE and the Program Director regarding the deficiency. The DCE and Program Director will make a determination and advise the student of the options available to him or her. **At the DCE, Program Director and CI’s discretion, the student may be able to participate in remediation and/or repeat the clinical experience.** If the student is allowed to remediate and/or repeat a clinical experience, the student’s program advancement maybe delayed which may delay his or her graduation.
Clinical Instructor Qualifications
The Clinical Instructor (CI) will be identified by the DCE and/or the CCCE of the affiliating institution with guidance from the “Guidelines: Clinical Instructors” APTA document. CIs must be either a Physical Therapist or Physical Therapist Assistant with at least 1.5 years of clinical experience. The CI should demonstrate proficiency in his or her respective setting with a desire to teach and assist students. The CI should demonstrate effective skills in communication, supervision and instruction. The CI should demonstrate legal and ethical standards of physical therapy practice as well as an understanding of the PT/PTA role and scope of practice. The CI should also have an understanding of the behaviors and skills of an entry level PTA. Atlanta Technical College’s PTA Program will use CI self-evaluations, graduate employer surveys and student evaluations to make recommendations for further educational experiences to promote increased efficacy in student clinical education. The Clinical Instructor will be encouraged to take part in a periodic Clinical Education email, regarding the ATC PTA Program and its policies and procedures related to Clinical Education.

CI Rights & Privileges
The Clinical Instructor has the following rights and privileges:

- Orientation to the ATC PTA Program and its policies and procedures regarding Clinical Education by means of a periodic Clinical Education email
- CCCE or CI Notification of student information at least 2 weeks prior to affiliation
- Up to date information relating to the ATC PTA Program via the Clinical Handbook that accompanies the student to the first day of the clinical experience
- Access to GALILEO, which includes all the ATC library’s online holdings
- Voice opinions and be heard by the DCE on any aspect of ATC PTA Program
- Assistance from the DCE as needed
- Participation in ATC PTA Program Continuing Education at a reduced rate or with no charge
- Certificate recording CI’s service to the ATC PTA Program for continuing education credits

Professional Development for Clinical Instructors
The DCE with support of the ATC PTA program will identify professional development activities for CIs based on results from Student Evaluation of Clinical Education and Instruction, Graduate Employer Surveys and CI self-evaluations. By using an assessment driven process, the ATC PTA program seeks to improve the effectiveness of the clinical faculty both for the CI’s own professional growth and the improvement of the ATC PTA program. Professional development may include continuing education courses offered by or sponsored by ATC PTA Program or its affiliate organizations (Georgia Consortium of Physical Therapy Educators), providing targeted articles for the CI to review, assisting the CI in finding articles, opportunities for CI participation in service activities, or opportunities for the CI to observe or guest lecture in specific classes.

CI Requirements
The CI should confer with the student on the first day of the affiliation regarding the student’s goals for the experience. The student will have outlined goals prior to beginning the experience. The CI may assist...
in revising the goals to ensure that they are reasonable and appropriate. The CI should then assist the student in attaining these goals over the course of the affiliation. The CI is expected to set aside time for sufficient and timely student evaluation and feedback. The LTC PTA Program expects formative and summative assessments to ensure students understand their progress overall and on a daily basis. Further, these assessments should direct student learning and enlighten students regarding what is expected of them during the remaining clinical affiliation. The CI should contact the DCE with concerns or issues related to the affiliation or the student. The CI should also be able to meet with the DCE, via phone or in person, to discuss student progress and should contact the DCE with any concerns regarding the student’s progress in an appropriate time frame.

Scope of Student PTA Practice
Physical therapist assistants provide therapy services to patients under the supervision of a licensed physical therapist. PTAs select and implement components of patient/client interventions (treatment), obtain data related to the interventions provided, and make modifications in selected interventions either to progress the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort. As such, PTA students must be afforded opportunities to build these skills within a safe and supervised clinical environment. Students are expected to perform clinical skills safely within the framework of the clinical education rotation while being challenged to progress in critical thinking, intervention strategies, and effective communication. Clinical Instructors should provide opportunities for the student to perform the skills detailed in the Clinical Education curriculum section of this handbook to ensure entry-level competence is achieved by the end of a student’s tenure in the program. Atlanta Technical College follows CAPTE’s recommendations regarding restricted course content pertaining to joint mobilization and manipulation, spinal mobilization, dry needling, and sharp debridement. While our students are exposed to these interventions, it not the policy of our program to require student’s performance of these skills. As detailed in the Georgia State Board of Physical Therapy’s Practice Act, the scope of practice for a PTA is relative to the licensed PT’s determination of the PTA’s safety and competency in performing skilled physical therapy [barring dry needling and sharps debridement, which are deemed skills permissible for licensed PTs only].

PTA Student Supervision
Supervision may be given by either a PT or PTA licensed to practice in Georgia – supervision is defined by the clinical setting as well as by Georgia State law, state-funded and private insurance agencies. Students should be properly supervised at all times during clinical affiliations. Supervision levels vary by the student’s stage in the program, individual student needs and clinical setting. The CI should always be immediately available and on the premises while the student is involved in any patient care and a licensed PT should be available as indicated by state law. Any questions or concerns regarding student supervision should be addressed with the DCE immediately.

CCCE Rights and Responsibilities
The CCCE will have the same rights and privileges as the CI. The responsibilities of the CCCE are to assist the DCE in student placement as able, to provide support to the CI and to contact the DCE with any concerns regarding students, clinical placement or clinical site needs. It is a primary goal of the ATC PTA Program to cultivate and maintain clinical relationships through the CCCE and the CI.

Special Learning Opportunities
When possible and appropriate as determined by the CI, students may benefit from enhanced learning activities. These activities may include, but are not limited to, observing a specialized procedure or surgery, seeing a more complex patient or clinical situation, observing specialized therapies, or working with other students.
Clinical Education Assignments
For specific requirements, please see each Clinical Education course syllabi. In general:

Clinical Education Notebook
Students will be required to present the CI with a clinical notebook on the first day of each affiliation (see Clinical Notebook) containing required documents. Included in this will be the student’s outline of goals for the experience which the student should create prior to each clinical affiliation and place in the folder to be reviewed and discussed.

In-service
Each student will be required to perform an in-service at his or her intermediate clinical experience to meet the needs of the clinical site. Details on these projects can be found in the PHTA 2180 course syllabus.

Clinical Education Course Grading
ATC PTA curriculum includes three full-time clinical experiences for PTA students, totaling 15 weeks. PTA students must progress sequentially through the curriculum and pass all course work with an overall grade of at least 70% to be eligible to participate in clinical education experiences with all critical safety item skills on the lab practical exams demonstrated with >80% accuracy for students to be eligible to participate in clinical education experiences. Each clinical experience is designed to build on skills that have been mastered in the classroom and lab. Students will have a variety of experiences, inpatient and outpatient, to meet set learning outcomes and curricular standards. The DCE will assign a grade for the experience based on the Clinical Instructor’s assessment of student performance as well as other factors. Please see specific course syllabi. Minimally, students are expected to achieve Advanced Beginner Performance to Intermediate Performance as assessed by the CI on the Clinical Performance Instrument (CPI) by the end of Clinical Education I, an assessment between Intermediate Performance and Advanced Intermediate Performance by the CI on the CPI by the end of Clinical Education II, and Entry-level Performance as assessed by the CI on the CPI by the end of Clinical Education III. The clinical education total course grade is based on the CPI, timeliness of returning required materials and attendance. Please see specific course rubrics. A minimum score of 70% must be achieved in order to successfully pass a Clinical Education course.

GRADING SCALE FOR CLINICAL EDUCATION
PHTA 2140 – Clinical Education I
Clinical experience/PTA CPI ................................................................. 75%
Timely Completion and Return of Assignments ................................. 15%
Attendance ...................................................................................... 10%

PHTA 2180 – Clinical Education II
Clinical experience/PTA CPI ................................................................. 75%
Timely Completion and Return of Assignments ................................. 15%
Attendance ...................................................................................... 10%

PHTA 2190 – Clinical Education III
Clinical experience/PTA CPI ................................................................. 75%
Timely Completion and Return of Assignments ................................. 15%
Attendance ...................................................................................... 10%

IF A STUDENT IS NOT SATISFACTORILY MEETING THE WORK ETHICS COMPONENT OF ANY CLINICAL COURSE BY MIDTERM A WORK ETHICS CONTRACT WILL BE MADE. IF ALL GOALS OF THE WORK ETHICS CONTRACT ARE NOT MET BY FINAL 10 POINTS WILL BE DEDUCTED FROM THE OVERALL GRADE.
The PTA program uses the American Physical Therapy Association’s Clinical Performance Instrument [CPI] for clinical education assessments. This tool enables students to their performance of clinical skill evaluated across fourteen criteria from safety to lifelong learning. The PTA CPI: Version 2008 transitioned to a Web-based system in July 2010 that allowed for easy access by all users, ability to view and compare completed midterm and final reports online by users, access to a pdf version of the PTA CPI, easy data retrieval, and with enhanced features that permit information communication through smart e-mail and the design of the system.

Students will have access to the assessments of their respective performance by individual clinical rotations on the CPI’s web portal. The clinical grade will be derived in the following manner:

**Employability Skills**
- Attendance, conduct and interpersonal relationships while in the clinical area will be closely observed and evaluated by your instructor with input from professionals in the clinical area.

**Performance**
- Performance includes the application of the physical therapy process (assessment, therapeutic skills, planning, and intervention and outcomes measures). Your clinical skills will be evaluated and documented on your Clinical Performance Instrument [CPI].

**Written/Oral Communications**
- Clinical documentation and communication with patients, family members, and other care team members, will be documented and graded.

**Use of CPI Web Portal Training**
All students and prospective clinical instructors are required to complete a one-time training for the use of the Clinical Performance Instrument through the APTA’s Learning Community. The webinar is given in modules which must be completed to gain access to the CPI evaluation. **Failure to complete the CPI prior to the start of the first clinical rotation will result in an Incomplete (I) grade.** Please use the links provided to complete the training:
For students & Clinical Faculty: [http://learningcenter.apta.org/student/MyCourse.aspx?id=0a1df308-2c22-4e06-8ca3-dd93d410f633&categoryid=69a14481-26c2-4dbb-a0d1-ce166d52b84a&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d&returnUrl=Student/Catalogue/CatalogueCategory.aspx?id=69a14481-26c2-4dbb-a0d1-ce166d52b84a](http://learningcenter.apta.org/student/MyCourse.aspx?id=0a1df308-2c22-4e06-8ca3-dd93d410f633&categoryid=69a14481-26c2-4dbb-a0d1-ce166d52b84a&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d&returnUrl=Student/Catalogue/CatalogueCategory.aspx?id=69a14481-26c2-4dbb-a0d1-ce166d52b84a)

**STUDENT EVALUATION OF CLINICAL SITE AND CI**
Each student will have an opportunity to evaluate his or her assigned clinical site and CI. The Student Evaluation of Clinical Education and Instruction forms assist the DCE in placing future students, giving constructive guidance and professional development for sites and CI’s, identifying opportunities for process improvement, and in recognizing exceptional clinical experiences. Students should thoughtfully complete the evaluation as assigned by the DCE at the termination of each clinical affiliation.

Information regarding the CI which is obtained through means of the Student Evaluation of Clinical Education and Instruction will not be shared with other students or parties. Information regarding the clinical site may be shared with students and other parties. If appropriate, the DCE will give the CCCE and CI information regarding the evaluation in order to benefit the affiliating institution and CI in future student interactions.

**EVALUATION OF PTA PROGRAM AND DCE BY CI**
After each clinical affiliation, CI’s will be asked to complete a CI Evaluation of PTA Program Form regarding the PTA Program and the DCE’s performance. CI’s will be able to rate factors regarding the
program such as student preparation, how any issues were resolved and communication between the CI and the DCE. The CI will also be able to give feedback on how the PTA Program may improve its’ process. Evaluations will be used to advance the PTA Program’s classroom and clinical experiences for the students and clinical facilities.

CONFLICT RESOLUTION

CONFLICTS DURING CLINICAL ROTATION:
Any situation occurring on clinical rotations are to be reported, immediately, to the student’s immediate supervisor at the clinical site (usually the assigned preceptor) and progress up the chain of command for that clinical site. In the event the situation involves the immediate supervisor, an attempt at problem resolution should be made without moving further up the chain of command. In the event the immediate supervisor cannot resolve the situation, the next person in the chain of responsibility should be contacted. Under no circumstances should a student take it upon themselves to go outside the normal chain of command within a clinical area to resolve conflicts. Students are to notify their Clinical Coordinator, Course Coordinator or Program Director and the PST Department Chairperson immediately or any problems experienced during the clinical experience.

Problems regarding differing protocols, treatment, ATC PTA Program Policies and Procedures modalities, or patient care philosophies should be addressed and resolved with openness for these differences taking into consideration the wide variety of “correct” treatment. In the event the problem cannot be resolved at the clinical site, the student should report the situation to their Course Instructor, Course Coordinator, Clinical Coordinator or Program Director at their earliest opportunity. Reporting the problem directly to Program Faculty without consulting the clinical personnel is not permitted without extenuating circumstances. The definition of extenuating circumstances will be determined by the Course Instructor, Course Coordinator, Clinical Coordinator or Program Director. Students should understand that the Public Safety Technology Department is concerned with conflicts encountered while on clinical rotations. However, students should also understand that the clinical site has a vested interest in resolving the problem internally. It will be the prerogative and responsibility of the clinical site to report problems and resolution decisions to the Public Safety Technology Department Chairperson.

The following chain of command should be followed for problems encountered during clinical rotations:
- Clinical Instructor
- Duty Supervisor and/or Coordinator of Clinical Education [CCCE]
- Director of Clinical Education [DCE]
- PTA Program Director
- Dean of Health & Public Safety Technologies
- Executive Vice-President for Academic & Student Affairs

Each link in the chain of command must be followed as outlined above. There are no exceptions to this policy.

- Students are guests of the clinical partner facility, not an employee.
- It is the responsibility of the Faculty of the Public Safety Technology Department, NOT THE STUDENT, to address critical/conflict incidents at any clinical partner facility if it requires communication outside of the students assigned clinical area.
- Under NO circumstances, should a clinical student take any issues of a critical/conflict nature outside of the department to which they are assigned.
• Students are not to contact Human Resources or any other clinical partner site department that is not directly involved in their clinical shift assignment.

Any student who violates the above requirement the clinical grade will be reduced by 100 points and the student will be given a grade of “F” for the clinical course and will not be able to graduate from their respective program. There is NO EXCEPTION to this policy.

• It is not the responsibility of the student to bring about the disciplining of a clinical partner facility employee for any reason.

• Should a critical/conflict incident occur while a student is on a clinical shift, they are to IMMEDIATELY notify their Course Coordinator and/or Clinical Coordinator with the details of the incident and receive instructions from their faculty as to what they should do next.

• Student should clock out of the clinical partner facility and report immediately to the ATC college campus and report to the PTA Faculty on duty for debriefing and counseling.

• Should an incident occur during an evening shift or weekend shift when the college is closed, the student is to report to the PTA Faculty on campus during the next business day after the event occurs.

• Students may also contact the PTA Program Chair at 404-225-4573.

• Failure to notify PTA Faculty of a critical/conflict incident in a timely manner will result in a grade of “F” being recorded for the clinical course and the student will not be able to graduate from the program.

• INCIDENT REPORT: After any critical/conflict incident, students are required to give a full written report of the details of the incident to the DCE/Program Director of their program within 48 hours of the event. Failure to do so will result in a reduction of the clinical course grade by 50%. This will result in a grade of “F” being recorded for the clinical course.

• DEBRIEFING/COUNSELING: After a Critical/Conflict Incident students are required to meet with their CCCE/DCE/Program Director for Debriefing and counseling to investigate all aspects of the incident and determine the administrative direction of the overall outcome for the student and/or the clinical partner facility. Failure to follow through with this requirement will reduce the clinical course grade by 50%. This will result in a grade of “F” being recorded for the clinical course.

DISMISSAL FROM CLINICAL FACILITIES FOR DISCIPLINARY REASONS:

• Should a student be dismissed from a clinical facility for disciplinary reasons they are to report immediately to the office of the DCE and/or PTA Program Director.

• Should the dismissal occur during an evening shift or weekend shift when the college is closed, the student is to immediately report the incident to the PTA Program Director via Remind text or email, and on campus directly during the next business day following the event.

When an incident occurs that violates the high standards of physical therapy practice or involves critically unacceptable behavior on the part of the student, the following protocol will be initiated:

• A written report of the incident will be made by the Clinical Instructor (CI)/ Center Coordinator of Clinical Education (CCCE).

• The CCCE will notify the DCE of the critical incident.

• A conference with the student will occur to provide counseling.

• If a facility incident report is required, a copy of this report will be maintained in the physical therapy department with the instructors’ report, as well as in the student’s clinical instructional file.
Students may be granted the opportunity to remediate an unsatisfactory clinical education experience at the discretion of the DCE. Remediation of a clinical course may result in delayed graduation. This may be necessary to allow time for remediation of the failed course and successful completion of the required repeat clinical education experience.

If a request for a remediated experience is granted, the student will have an opportunity to be placed in another clinical experience depending on several factors listed below:

a) Before the remediation experience begins, the student, with input from the DCE, will develop goals and a formal plan of action. The final action plan requires approval from the DCE. In cases where the remediation arrangements include a clinical site, the CCCE and/or the CI at the site will be apprised of all areas in which the student requires remediation, and the approved plan will be shared with them.

b) The design and schedule of the remediation experience are at the discretion of the DCE, based upon identified needs of the individual student. A Lab Practical Exam may be required to evaluate a student’s clinical readiness to return for a clinical education remediation experience. Failure to pass the Lab Practical Exam may result in clinical education course failure. Placement will be dependent upon both time and a suitable clinical site.

*A student may remediate only one time during the clinical education component of the PTA curriculum

PLAN OF ACTION

If a student is identified in clinic as being deficient in an area and/or at risk for failing a clinical education experience, the DCE will be contacted by the student and/or the CI. The DCE will assist the student, in conjunction with the CI, in developing a plan of action to assist with the student learning the deficient material.

The final action plan must be approved by the DCE and the student will sign the plan indicating he or she understands the expectations of the action plan and has been given opportunity to ask questions.

Incomplete is defined as a student not completing all required course work by the end of the semester. The incomplete will turn to an F if another grade is not assigned by the end of the next semester. For more information, please refer to the ATC Student Catalog.
DCE Responsibilities to Students

The DCE is responsible for assigning students to clinical sites to ensure that variety and quality of experiences is achieved. The DCE, or faculty designee, will be available to the students during clinical experiences by phone. A student may call at any time while at the clinical rotation with a question, concern or issue and the DCE will respond in a timely manner. The DCE is responsible for ensuring students have completed all requirements before beginning the clinical experience and relaying this information to the assigned clinical site. The DCE will conference with each student during each clinical affiliation at a minimum at midterm evaluation. The conference may be conducted by phone, email, or site visit. It will be the goal of the DCE to visit each student at least one time during the student’s tenure with the PTA program on the premises of a clinical rotation.

If the DCE is contacted by the CI with concerns regarding the student’s progress in the clinical experience, the DCE will schedule a conference with the student and the CI to address the issue. An action plan may be enacted with input from the student, the CI and the DCE. If a student fails the clinical affiliation as determined by the DCE, does not complete or is terminated early from a clinical experience, the DCE and or Program Director will meet with the student and, if applicable, the CI. The DCE will counsel the student on the deficiency and the student’s right to request a remediation experience. The DCE is responsible for assigning grades to students based on any coursework and the CI assessment of student performance in the clinic.

The DCE will confirm the student placement with each clinical site in advance of the start date. If a clinical site which has previously agreed to take a student for the upcoming placement cycle states they will not be able to fulfill the commitment, the DCE will begin contacting alternate sites until he or she is able to place the student in an appropriate clinical site which satisfies the requirements for that student’s clinical education experience.

DCE Responsibilities to Clinical Sites

The DCE will notify clinical sites of student information in a timely manner before the start of the clinical rotation. The DCE will ensure that all CI’s have access to the periodic Clinical Education Email and will provide the CI and CCCE with any required or necessary information and documentation. The DCE will share the results of student evaluations with the specified clinical instructor. The DCE will assist the CI in identifying areas for clinical and instructional growth including continuing education activities related to the student evaluation and CI self- evaluation. The DCE will conference with the CI on each clinical experience. The conference may be conducted by phone. The CI may request a face to face conference. A video conference may be substituted if the distance from the school to the clinic is greater than 75 miles.

DCE Responsibilities to the PTA Program

The DCE will perform all institutional and instructional duties as assigned. The DCE will assist the Program Director with accreditation activities as assigned. The DCE is responsible for keeping all records related to the clinical education program. All paper records will be kept in a locked filing cabinet within the DCE office and electronic records will be maintained on the school’s secure server and will be password protected. The DCE will be responsible for the establishment of contracts to meet the needs of the PTA Program. Maintaining clinical contracts and relationships will also be under the purview of the DCE. The DCE will also be in charge of ensuring valid contracts are in place prior to student placement. The DCE will create a spreadsheet to track expiration dates of contracts. The Spreadsheet will be reviewed...
every quarter to ensure that all contracts are up to date or are being processed for renewal. If a contract’s expiration is within the next 6 months, it will be flagged and the process of renewing the contract will be initiated by the DCE. The flag will also prompt the DCE that he or she must ensure that the student will be finished with his or her clinical experience before the contract expires. Students will not be placed in facilities that have an expiration date which will occur during their clinical experience unless a renewed contract is received prior to the student’s start date at the facility. To ensure that a student is not placed at a clinical site that doesn’t have a fully executed contract, the DCE will complete a signature tracking form for new or renewing contracts. This sheet must be completed before new sites are entered in the spreadsheet. Additionally, this signature tracking form must be completed before existing sites are unflagged.

**DCE Responsibilities for Acquiring New Clinical Affiliations**

A Clinical Site may be identified by the DCE and/or a student. The DCE will use the APTA document “Guidelines: Clinical Education Sites” to assist in identifying appropriate sites. Clinical Education Sites should meet the following criteria at a minimum:

1. The philosophy of the clinical education site and provider of physical therapy for patient/client care and clinical education is compatible with that of the academic program.

2. Physical Therapy personnel provide services in an ethical and legal manner

3. The clinical education site has a variety of learning experiences available to students.

4. The clinical education site provides an active, stimulating environment appropriate to the learning needs of students.

5. The clinical education site encourages clinical educator (CI and CCCE) training and development.

6. The physical therapy personnel are adequate in number to provide an educational program for students.
APPENDICES
APPENDIX A.
Standards of Ethical Conduct for the Physical Therapist Assistant

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

The standards can be found at:
http://www.apta.org/uploadedFiles/APTAg.org/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf
APPENDIX B.
Attestation of Competency Form

COURSE INSTRUCTOR: Please complete the following information to verify that a student has successfully met the requirement for remediation after obtaining a grade of less than 72% on any course component.

Semester (PLEASE CIRCLE): Fall       Spring
Course Number: PHTA___________
Course Title:________________________________________
Course Instructor:____________________________________
Student Name:______________________________________
Grade on Course Component (prior to remediation):_______

The student:
1. met with me to develop a plan of action for remediation: Yes No
2. completed the required plan of action for remediation: Yes No
3. has demonstrated competency through the plan of action: Yes No

I, hereby, verify that the above-mentioned student has completed all required activities and has satisfactorily demonstrated, at least minimal competence in this course. I have/have not adjusted the course component grade in response to the student’s failure to achieve the minimum score on the course component.

__________________________________  ____________________
Signature         Date
APPENDIX C.
Clinical Handbook Attestation

I ____________________________________ acknowledge that I have read and understand the material provided in the Atlanta Technical College Physical Therapist Assistant Clinical Education Handbook. I further acknowledge and understand that my clinical success in the Atlanta Technical College Physical Therapist Assistant Program is dependent upon following the policies, instructions, guidelines and recommendations set forth in the aforementioned Handbook.

______________________________  _____________________
Signature          Date

______________________________  _____________________
Program Director Signature     Date
APPENDIX D.

PTA Confidentiality Agreement

It is the policy of the Atlanta Technical College Physical Therapist Assistant Program that privacy and confidentiality of information related to students and volunteers in the lab and affiliating clinical sites, along their patients/clients, and employees, is of great importance. The Faculty of the PTA Program educates students on the Health Insurance Portability and Accountability Act prior to any clinical affiliation and emphasizes the necessity of adhering to this regulation. The following statement is to be read and signed by the PTA student. A student may not participate in clinical education until this form is complete.

I understand that I must treat all confidential information related to the clinical or lab experience as such and will access, utilize and discuss this information only as necessary to perform my duties as a student in the lab or at the affiliating institution. I will not discuss or share any protected information with those not involved in the clinical or lab experience and further, this information will only be used for student, volunteer and patient/client related activities. Any information I have in my possession will not leave the lab or clinical site with me. This information will be shredded, erased or given to my instructor daily before I leave the treatment area. If given passwords or access codes, I understand that they must be used only in my capacity as a student and I must not disseminate or share this information in any manner. I understand that any violation of confidentiality or privacy may put me in jeopardy of being dismissed from the ATC PTA Program.

I have read and understand the PTA Program Confidentiality Agreement. I further agree to abide by the contents of this agreement as detailed above during my tenure with the ATC PTA Program.

____________________________________
Name (Printed)

____________________________________  ____________________
Signature         Date
APPENDIX E.
PTA Program Notice and Release Form for Clinical Experiences

I, ________________________________, understand that as a student in the ATC PTA Program I will be required to participate in clinical experiences at affiliating institutions assigned by the PTA Program DCE. I also understand that the affiliating institutions may have eligibility requirements beyond that of the ATC PTA Program. As such, I understand that I must be able to provide documentation to satisfy the needs of the affiliating institution. I further understand that if I am deemed ineligible to participate in a clinical experience by the affiliating institution, I may be unable to continue in the ATC PTA Program and may be dismissed from the program of study. I hereby release Atlanta Technical College and the Technical College System of Georgia, their employees and all affiliating institutions from any liability with regard to my participation in a clinical experience and decisions made concerning my participation in a clinical experience.

_____________________________________________________________________
Name (Print)

_____________________________________________________________________
Signature          Date
Appendix F

PTA Program Clinical Education
Weekly Progress Form

Student Name:    Date:    Week #

Based on the experience type & week of rotation, please mark whether the student is progressing appropriately, exceeding expectations, or needing significant improvement on each of the following categories:

1. **Safety**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

2. **Professionalism**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

3. **Communication**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

4. **Critical Thinking**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

5. **Documentation**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

6. **Exercise Progression**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

7. **Patient Assessment**
   - ☐ Progressing Appropriately
   - ☐ Exceeding Expectations
   - ☐ Needs Significant Improvement

For all categories needing significant improvement please explain below & determine a goal to help the student progress appropriately for that category:


Student’s Signature:    CI’s Signature:
APPENDIX G.
WORK ETHICS EVALUATION FORM – to be completed by the Clinical Instructor

STUDENT NAME: ____________________  900#__________________  TERM: ____________________
COURSE TITLE: SURG ____________  CRN: _______________  INSTRUCTOR: _______________

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Mid-Term</th>
<th>End-of-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds</td>
<td>Meets</td>
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<tr>
<td>3 - 24-30</td>
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<tr>
<td>2 - 20-23</td>
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<td>1 - 17-19</td>
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<td>0 - 0-16</td>
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</table>

<table>
<thead>
<tr>
<th>Work Ethics Trait</th>
<th>Point Score</th>
<th>Point Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (Punctuality):</td>
<td>3 2 1 0</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>Character:</td>
<td>Displays loyalty; honesty; trustworthiness; dependability; reliability; initiative; self-discipline; self-responsibility; academic integrity; and responsibility.</td>
<td></td>
</tr>
<tr>
<td>Teamwork:</td>
<td>Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior. Respects rights of others; demonstrates mannerly behavior in interactions with students and instructor.</td>
<td></td>
</tr>
<tr>
<td>Appearance: (Netiquette):</td>
<td>Displays appropriate dress; grooming; hygiene; and etiquette; follows netiquette rules; respectful of others in written and oral communication.</td>
<td></td>
</tr>
<tr>
<td>Attitude: (Critical Thinking):</td>
<td>Demonstrates a positive attitude; appears self-confident; has realistic expectations of self; demonstrates problem-solving skills; ability to reason; able to troubleshoot; uses technical support systems appropriately.</td>
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</tr>
<tr>
<td>Productivity:</td>
<td>Follows safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; makes up assignments punctually; participates; completes all online and off-line requirements for the course in a timely manner; accesses online course materials regularly.</td>
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</tr>
<tr>
<td>Organizational Skills:</td>
<td>Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.</td>
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<tr>
<td>Communication:</td>
<td>Displays appropriate nonverbal (eye contact; body language) and oral (listening; telephone etiquette; grammar) skills; contacts instructor to report problems; asks appropriate questions related to assignments; interacts with instructor and other students in discussion board.</td>
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<tr>
<td>Cooperation:</td>
<td>Displays leadership skills; appropriately handles criticism; conflicts; and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.</td>
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<tr>
<td>Respect:</td>
<td>Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in person or in written and oral communication.</td>
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<tr>
<th>SUBTOTAL</th>
<th>0 0 0 0</th>
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<tr>
<td>TOTAL SCORE</td>
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<tr>
<th>MID-TERM GRADE:</th>
<th>FINAL GRADE:</th>
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<tr>
<td>2 (Meets Expectations)</td>
<td>2 (Meets Expectations)</td>
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</table>

STUDENT'S GRADE

Explanation of Work Ethics Grades

Exceeds Expectations: Work ethics performance is exemplary. Student has consistently demonstrated characteristics that will stand out in the work environment.

Meets Expectations: All work ethics standards are met. The quality of student's work ethics performance is that of a good employee in the normal work environment.

Needs Improvement: Some standards were not met. Additional training in employability skills is recommended.

Unacceptable: Work ethics performance was below average. Additional training in employability skills is a must if the student is to survive in the work environment.
WORK ETHICS EVALUATION
Exception Form

Name: ____________________________ Course: __________________ Date: ________________

POINTS ADDED OR DELETED PER WORK ETHICS TRAIT:
Exceeds Expectations (+1) Needs Improvement (-1) Unacceptable (-2)

_____ Attendance _____ Character _____ Teamwork _____ Appearance _____ Attitude

_____ Productivity _____ Organizational Skills _____ Communication _____ Cooperation _____ Respect

PROBLEM OR COMMENDATION:

____________________________________________________________________________________

____________________________________________________________________________________

STUDENT RESPONSE:

____________________________________________________________________________________

____________________________________________________________________________________

IMPROVEMENT PLAN:

____________________________________________________________________________________

____________________________________________________________________________________

Date for Review Session: _____________________________
(Review may be scheduled for mid-term, or at any other designated time.)

____________________________________________________________________________________

Instructor / Student

OUTCOME OF REVIEW SESSION:
Points to be added or deleted, if any, from the Work Ethics Evaluation Form:
Exceeds Expectations (+1) Needs Improvement (-1) Unacceptable (-2)

_____ Attendance _____ Character _____ Teamwork _____ Appearance _____ Attitude

_____ Productivity _____ Organizational Skills _____ Communication _____ Cooperation _____ Respect

____________________________________________________________________________________

____________________________________________________________________________________

Instructor / Date / Student / Date
APPENDIX H.

Atlanta Technical College Physical Therapist Assistant Program

Post-Clinical Self-Assessment Form for Clinical Instructors

The purpose of this form is to provide a process for clinical instructors to reflect on the Clinical Education Experience in which they just participated in order to evaluate their own strengths and needs for development as clinical educators. *The data from this evaluation tool will be kept strictly confidential.* It will be used by the DCE at Atlanta Technical College only to address individual clinical faculty development needs as well as comply with CAPTE standards.

This form should be completed by the clinical instructor at the *end* of the clinical experience and returned to Atlanta Technical College PTA program DCE along with the student’s final CPI. The CI is not required to share their self-assessment with the student. However, CIs are encouraged to share it with the CCCE and/or supervisor of the clinical site.

Please direct questions or specific requests for assistance to Emily Norris, DPT, DCE at enorris@atlantatech.edu or 404-225-4401.

<table>
<thead>
<tr>
<th>Clinical Instructor:</th>
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<tbody>
<tr>
<td>Name of Clinical Site:</td>
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<tr>
<td>CI work email address:</td>
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<tr>
<td>CI Phone:</td>
</tr>
<tr>
<td>Date of self-assessment:</td>
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<tr>
<td>Level of clinical experience just provided: CEI CEII CEIII</td>
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</tbody>
</table>

How many years of clinical experience do you have? ______

How many years have you been in your current position? ______

List continuing education seminars or courses you have completed in the past 2 years.

How many students (including this one) have you supervised? ______

Are you an APTA Credentialed Clinical Instructor? Yes No

If yes, when did you receive this training? ______

If no, are you interested in becoming credentialed as a CI? Yes No

Briefly describe the training that prepared you for your role as a clinical instructor:
**Please rate your agreement with the following statements:**

1 strongly agree, 2 agree, 3 disagree, 4 strongly disagree

<table>
<thead>
<tr>
<th>I am confident in my ability to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Plan and structure clinical experiences.</td>
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<td>Create appropriate goals and performance expectations for students.</td>
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<td>Communicate effectively with students.</td>
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<td>Use varied approaches to teaching students.</td>
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<td>Work with students with varied learning styles.</td>
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<td>Work with students with performance problems.</td>
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<tr>
<td>Work with students with exceptional abilities.</td>
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<td>Help students engage in and develop self-assessment skills.</td>
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<td>Provide timely and constructive feedback that is effective in shaping/improving student performance.</td>
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<tr>
<td>Be fair and unbiased in evaluation of student performance.</td>
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<tr>
<td>Use the Clinical Performance Instrument (CPI).</td>
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Instruct and guide students in the following areas:

- Safe, ethical, legal, and professional behaviors
- Data collection
- Effective patient intervention
- Clinical reasoning/problem solving
- Administrative & reimbursement issues pertinent to this practice area.
- Time management
- Verbal and written communications including documentation of care

**MISCELLANEOUS**

- I feel supported by the CCCE at this clinical site.
- I feel supported by the Atlanta Technical College PTA program’s DCE.
- I enjoy teaching students.

Please comment on any area you rated below a 2; attach an additional page if needed:

List your main strengths as a CI:

List your main development needs as a CI and plan for meeting those needs:

Name at least one way Atlanta Technical College PTA program can assist your development as a CI:

---

Thank you very much for completing this self-reflection and for sharing it with us. We want to support you in your goal to become the very best clinical instructor you can.
APPENDIX I.

Atlanta Technical College
Physical Therapist Assistant Program
4-week Clinical Affiliation Timesheet

Student Name: [student name]
Dates of Affiliation: [dates of affiliation]

Facility Name: [facility name]
Clinical Instructor Name (Print): [clinical instructor name]

Indicate the calendar date and hours in attendance for each scheduled day of the affiliation. Each week should have a total of 40 hours completed. Your CI must complete all shaded portions and sign weekly. If you are absent on any scheduled day, you must complete the Absentee/Tardiness form attached, and make up the missed hours - indicate the day and hours below. *Please note: weekend hours will not be covered under your liability insurance. If your CI requires weekend hours anytime during your rotation, notify Dr. Feltner immediately.

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th></th>
<th>Week 2</th>
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<th>Week 3</th>
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<th>Week 4</th>
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<td>Date</td>
<td># Hours</td>
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<td>Date</td>
<td># Hours</td>
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Weekly # Hours: /40 /40 /40 /40

MAKE UP DATES & TIMES

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<th>Circle Day(s):</th>
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<th>TH</th>
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<th>M</th>
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<th>W</th>
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<td>Total # Hours</td>
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<tr>
<td>Clinical Instructor Signatures:</td>
<td>X</td>
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</tbody>
</table>

I confirm that the above time sheet accurately reflects my attendance, absences, and any make up dates during this clinical affiliation.

Student Printed Name __________________________________________
Signature_____________________________________________________

X
X
X
X
### Atlanta Technical College
Physical Therapist Assistant Program
7-week Clinical Affiliation Timesheet

**Student Name:**

**Facility Name:**

**Dates of Affiliation:**

**Clinical Instructor Name (Print):**

Indicate the calendar date and hours in attendance for each scheduled day of the affiliation. Each week should have a total of 40 hours completed. Your CI must complete all shaded portions and sign weekly. If you are absent on any scheduled day, you must complete the Absentee/Tardiness form attached, and make up the missed hours - indicate the day and hours below. *Please note: weekend hours will not be covered under your liability insurance. If your CI requires weekend hours anytime during your rotation, notify Dr. Feltner immediately.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td><strong># Hours</strong></td>
<td><strong>Absent/ Tardy</strong></td>
<td><strong>Date</strong></td>
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<tr>
<td>Monday</td>
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<td>Friday</td>
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<tr>
<td>Weekend*</td>
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</tbody>
</table>

**Weekly # Hours:** /40 /40 /40 /40

### MAKE UP DATES & TIMES

<table>
<thead>
<tr>
<th>Circle Day(s):</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<tbody>
<tr>
<td><strong># Hour(s):</strong></td>
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<tr>
<td><strong>Total # Hours</strong></td>
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</tbody>
</table>

**Clinical Instructor Signatures:**

X X X X
Indicate the calendar date and hours in attendance for each scheduled day of the affiliation. Each week should have a total of 40 hours completed. Your CI must complete all shaded portions and sign weekly. If you are absent on any scheduled day, you must complete the Absentee/Tardiness form attached, and make up the missed hours - indicate the day and hours below. *Please note: weekend hours will not be covered under your liability insurance. If your CI requires weekend hours anytime during your rotation, notify Dr. Feltner immediately.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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**Weekly # Hours:** /40 /40 /40

**MAKE UP DATES & TIMES**

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<th>Circle Day(s):</th>
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**Clinical Instructor Signatures:** X X X X

I confirm that the above time sheet accurately reflects my attendance, absences, and any make up dates during this clinical affiliation.

Student Printed Name _____________________________________________

Signature _________________________________________________________
Clinical Affiliation Timesheet Absentee/Tardiness Form

This form is to be completed by the student. CI must initial and date each occurrence.

<table>
<thead>
<tr>
<th>Date</th>
<th>Excuse</th>
<th>Scheduled make-up date</th>
<th>CI Initial &amp; Date</th>
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