The Physical Therapist Assistant Program at Brightwood College in Dallas is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; telephone: 703.706.3245; email: accreditation@apta.org; website: www.capteonline.org.

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WELCOME

Dear Clinical Instructors,

Welcome to what we anticipate to be a long and fruitful partnership with the Brightwood College Physical Therapist Assistant Program. Your participation in the provision of clinical education rotations for our students is vital to our program success and is highly respected and appreciated. The success of the Clinical Education portion of the Program is dependent on our cooperation and your understanding of the objectives set by the Program for our students. Our goal is to maintain a “program of excellence” and we appreciate that you have chosen to share in our vision.

The information provided in this Clinical Education Handbook is designed to assist with the organization, planning and assessment of the student’s skill level in each type of clinical setting. The manual is also to be used as a reference for expectations of student behavior, program policies and the responsibilities of each member of the educational team.

Communication is paramount in the provision of a quality clinical experience. The PTA Program at Brightwood College encourages any and all communication between the Center Coordinator of Clinical Education (CCCE), the Clinical Instructor (CI), the Program Director, and the Academic Coordinator of Clinical Education (ACCE), as well as with each student.

We encourage each of you to review this Handbook and contact either the Program Director or the ACCE with any questions or concerns at any time.

We would like to thank each of you and express Brightwood College’s gratitude for your willingness to mentor and provide clinical education experiences for our students--an integral part of the development of skilled, caring and exemplary PTA clinicians.

Additional information about the Brightwood College PTA program or the institution can be found in the Brightwood College Catalog (www.brightwood.edu/dallas-tx/course-catalog/) and the Brightwood College PTA Program Student Handbook (available upon request).

Sincerely,

Brightwood College PTA Program
PHYSICAL THERAPIST ASSISTANT PROGRAM
STAFF CONTACT INFORMATION

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Campus
Brightwood College in Dallas
Executive Director: Michelle Owens
12005 Ford Road, Suite 100
Dallas, Texas 75234
Main: 972.385.1446

PURPOSE OF THE CLINICAL EDUCATION HANDBOOK
The Physical Therapist Assistant clinical education program at Brightwood College relies upon the support of clinical education faculty. This Clinical Education Handbook has been developed to serve as a resource guide for those clinicians who are instrumental in providing mentoring and guidance during the clinical affiliations of our students.

It shall also serve to provide general information about Brightwood College and the additional forms and policies pursuant to the PTA Program and its students.

Brightwood College, in conjunction with the Physical Therapist Assistant Program, reserves the right to change any or all of the requirements, procedures, and policies published herein. Changes occurring after the publication take precedence over the Handbook contents and will apply to all current and new students. An addendum will be provided to all clinical sites to inform of any changes made pursuant to this Handbook.
Clinical Educators with questions or concerns about the following information presented in this Handbook are advised to contact either the Program Director or ACCE.

For questions regarding CAPTE accreditation contact:

The Commission on Accreditation in Physical Therapy Education
Department of Accreditation
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703.706.3245
Website: www.apta.org/CAPTE

Note: All policies and procedures presented in this handbook have original signatures on file, which may be viewed by contacting:

Chris Shepherd
Program Director
Physical Therapist Assistant Program
Direct line: 972.481.7418
Email: Christopher.shepherd@brightwood.edu

SECTION I: ABOUT THE PROGRAM

Mission and Philosophy
The mission and philosophy of the Physical Therapist Assistant (PTA) program support and are consistent with the mission and philosophy of the institution and can be found in the Brightwood College Catalog, the Brightwood College PTA Student Handbook, and online at https://www.brightwood.edu/dallas-tx/course-catalog/.

Program Goals
The goals of the PTA program support the program’s mission and philosophy and are consistent with the mission and philosophy of the college. They are to:

- Deliver a curriculum consistent with the mission and philosophy of both the program and college.
- Provide the students with experienced faculty with a passion for excellence in teaching and who can serve as role models with respect to professional behaviors.
- Provide for the needs of the profession in the region where graduates will contribute to the work force.
• Follow a model of total quality management and continuous quality improvement throughout all aspects of the program.
• Provide a comprehensive educational curriculum consistent with the current guidelines of the Commission on Accreditation in Physical Therapy Education and the college’s accrediting body.
• Provide students with a curriculum based on A Normative Model of Physical Therapist Assistant Education: Version 2007, by American Physical Therapy Association, and trends generally found in practice with an emphasis on the acquisition of skills using didactic and experiential learning.
• Provide an environment that is conducive to learning with respect to classrooms, labs, library, academic support and other services.
• Promote a sense of professional association and appreciation for lifelong learning for PTA students.
• Provide an environment for clinical education that is safe, supportive and integrates the academic learning experiences with clinical exposure to a variety of patients, learning activities and health care settings.
• Encourage diversity in the program by supporting students with individual, cultural and socioeconomic differences.
• Establish and maintain collaborative relationships with other physical therapy and physical therapist assistant programs in the region.

Program Overview: Physical Therapist Assistant

TERM 1

CS115  Academic Strategies
Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of higher education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also have the opportunity to examine the relationship between learning and motivation.

ANA202  Anatomy and Physiology
This course introduces the structure and function of the body. Fundamental concepts in chemistry, cells and tissues, and organ systems are presented.

ANA203  Anatomy Laboratory
This course provides students with computer-assisted viewing and virtual dissection of the human body. Fundamental concepts in cells, tissues, and organ systems are presented. Topics include dissection of all major organs systems and a review
of organ functions. Emphasis is placed on the identification of human anatomical structures. Students have the opportunity to practice and demonstrate competency in using anatomical terminology.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>PTA101</td>
<td>Introduction to Physical Therapist Assistant</td>
<td>In this course, students are taught an overview of the field of physical therapy, including the development of the field of physical therapy, the American Physical Therapy Association, and the relationships with other members of the patient care team. Students are also taught the scope of practice for the physical therapist assistant and the physical therapist, with an emphasis on areas of practice and career opportunities. Other topics include ethics, professionalism, laws, regulations, communication, documentation, teaching, learning, research, and medical terminology, as they relate to the field of physical therapy. Students have the opportunity to practice writing physical therapy notes and to examine current evidence based literature relevant to physical therapy practice. This course is also designed to develop professional skills and proactive career management.</td>
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**TERM 2**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>CM199*</td>
<td>Written and Oral Communication</td>
<td>This course is designed to build skills in both written and oral communication. Students are introduced to the writing process and the fundamentals of grammar and writing mechanics. The course also provides instruction on improving oral communication skills through the development of poise, organization, and clarity of purpose.</td>
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<tr>
<td>MM103*</td>
<td>College Mathematics</td>
<td>This course introduces students to practical mathematics, developing conceptual and problem-solving skills, and the study of linear equations, basic statistical concepts, mathematical functions, and applications.</td>
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</table>
In this course, students are taught basic health screening procedures, and foundational skills for patient care. Topics include preparing patients for treatment, measurement of vital signs; sensory function testing; patient positioning, proper guarding, transfer techniques, wheelchair mobility and patient ambulation. Emphasis is placed on proper biomechanics and use of basic infection control techniques for patient and personal safety. Students have the opportunity to practice and demonstrate competency in these techniques. This course is also designed to develop professional skills and proactive career management.

In this course, students are taught the structure and function of the joints and muscles in the musculoskeletal system to develop an understanding of the dynamics of human movement. Students are also taught a review of the anatomy and physiology of musculoskeletal and nervous systems. Topics include biomechanics and analyses of movement, posture, and gait. Students have the opportunity to practice and demonstrate techniques used in anatomical palpation.

In this course, students are taught joint measurement and muscle testing techniques. Emphasis is placed on applying these techniques to specific joints. Topics include the analysis of joint measurement and muscle testing reliability. Students have the opportunity to practice and demonstrate competency in these techniques.

In this course, students are taught essential information regarding disease processes, systemic disorders and other pathological conditions encountered during common physical therapy practice. Topics include medical, orthopedic, neuromuscular, musculoskeletal, and developmental pathologies. Emphasis is placed on physical therapy implications, indications, contraindications, and
precautions for each condition. Students are also taught the importance of recognizing and understanding disease progression and the underlying pathologies of their patients, which has potential to interfere with the delivery of the plan of care and meeting the established goals for each patient. Students have the opportunity to apply this knowledge to case studies.

PTA180  Modalities

In this course, students are taught theoretical and practical approaches to the implementation of various therapeutic modalities consistent with the physical therapist's plan of care. Topics include modalities such as electrical stimulation, superficial heat and cold, ultrasound, traction, compression, diathermy, hydrotherapy, low level laser, ultraviolet, and biofeedback. Students are also taught basic therapeutic massage techniques, understanding modality use for pain management and use of modalities for wound care. Emphasis is placed on indications, contraindications, and precautions for therapeutic modalities and basic therapeutic massage techniques. Students have the opportunity to practice using therapeutic modality equipment and performing basic therapeutic massage techniques in a laboratory setting.

PTA250  Clinical Skills Review

In this course, students are taught how to utilize the clinical skills assessment tools that detail the skills needed to engage in safe and effective clinical practice in preparation for their initial clinical experience. Students are also taught defensible documentation, insurances, reimbursement, billing, and current issues in physical therapy practice. Topics include presenting an in-service, planning for the clinical experience, communicating effectively with patients and the health care team, preparing a resume, and finding community resources. Emphasis is placed on ensuring all requirements have been met for their first clinical experience, including instruction in basic cardiopulmonary resuscitation.
TERM 4

SC225* Environmental Science
This course introduces students to the scientific principles for understanding the environment, and to the interrelations among human societies and the different environments they live in. The course begins with an overview of the human, technological, and natural issues affecting the environment, including the distinct ethical perspective individuals and societies have taken towards the environment. Then, following a survey of basic principles of organism life and interaction, the bulk of the course is devoted to a study of human society and its positive and negative interrelations with the environment. The relevance of course content is discussed in both a personal and professional context.

PTA190 Orthopedic Interventions
In this course, students are taught common orthopedic disorders and dysfunctions. Topics include the causes, processes and progression of musculoskeletal disease and pathology. Students are also taught a review of anatomy and physiology of the musculoskeletal system and evidence-based practice patterns in the field of orthopedic physical rehabilitation. Emphasis is placed on balance, coordination, endurance, flexibility, strength, motor control and application of orthotics and prosthetics. Students have the opportunity to demonstrate measurements and therapeutic interventions consistent with the physical therapist's plan of care for patients with orthopedic conditions and practice appropriate communication and documentation skills.

PTA210 Physical Therapist Assistant Clinical I
This clinical is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 90-hour clinical at an affiliate site that provides physical therapy services.
TERM 5

SS124* Psychology

This course provides a broad introduction to the field of psychology, one of the social sciences. Students are introduced to the major areas of psychology. They are introduced to psychological theories and concepts, as well as the history and major figures of the field. Topics include disorders and treatments, personality and learning theories, and the internal and external factors that influence human development and behavior. Additionally, this course emphasizes how psychological principles and concepts relate to our personal and professional relationships.

PTA230 Neurologic Interventions

In this course, students are taught common neurologic disorders and dysfunctions; their causes, processes and the progression of neurologic disease and pathology. Topics include a review of anatomy and physiology of the nervous system and evidence-based practice patterns in the field of neurologic physical rehabilitation. Emphasis is placed on neurodevelopmental stages, motor learning, functional mobility skills, activities of daily living (ADL's), treatment interventions and therapeutic exercise programs for the neurologic patient. Students have the opportunity to demonstrate therapeutic interventions consistent with the physical therapist's plan of care for patients diagnosed with stroke, spinal cord injury, traumatic head injury, central nervous system disorders, peripheral nerve injuries and other neurologic conditions; to perform basic sensory measurements; and to practice appropriate communication and documentation skills.

PTA215 Physical Therapist Assistant Clinical II

This clinical is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 90-hour clinical at an affiliate site that provides physical therapy services.
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<td><strong>HU281</strong></td>
<td><strong>Bioethics</strong></td>
<td>In this course, students have the opportunity to develop and apply sound ethical reasoning and judgment to important issues in health care. Topics include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.</td>
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<tr>
<td><strong>PTA240</strong></td>
<td><strong>Treating Special Populations</strong></td>
<td>In this course, students are taught physical therapy procedures and treatment plans for special populations. Topics include pediatric patients, geriatric patients, adjusting therapy for pregnant women, and medically complex patients such as those with cardiopulmonary precautions, amputations and various types of wounds. Students are also taught an introduction to aquatic therapy, the physical therapist assistant role in wheelchair fitting, and the use of alternative therapies in rehabilitation. Emphasis is placed on culturally competent communications with each population. Students have the opportunity to practice therapeutic interventions consistent with the physical therapist's patient plan of care and to demonstrate appropriate documentation skills.</td>
</tr>
<tr>
<td><strong>PTA220</strong></td>
<td><strong>Physical Therapist Assistant Clinical III</strong></td>
<td>This clinical is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 90-hour clinical at an affiliate site that provides physical therapy services.</td>
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<td><strong>PTA280</strong></td>
<td><strong>Physical Therapist Assistant Final Clinical Practicum</strong></td>
<td>This clinical is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 390-hour clinical at an affiliate site that provides physical therapy services.</td>
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In this course, students are taught a review of physical therapy concepts and exam preparation for the Physical Therapist Assistant exam. Simulated licensure exams are administered to assess individual preparedness to sit for the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants, administered by the Federation of State Boards of Physical Therapy (FSBPT). Students have the opportunity to prepare for the final clinical experience and for a career as a Physical Therapist Assistant.

*Courses subject to change term order

APTA Standards of Ethical Conduct for the Physical Therapist Assistant

- Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.
- Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
- Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.
- Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.
- Physical therapist assistants shall fulfill their legal and ethical obligations.
- Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.
- Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.
- Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

Expected Student Outcomes

The completion of these outcomes is not a guarantee of passing the licensure examination, obtaining a license, or obtaining employment in the field of physical therapy assisting. At the completion of the Physical Therapist Assistant program, the graduate should be able to:

- Perform physical therapy techniques safely, professionally, legally, ethically, and competently at entry-level for a physical therapist assistant.
Communicate effectively, respectfully, and timely using verbal, nonverbal, and written methods at entry-level for a physical therapist assistant.

Adapt communication and delivery of physical therapy services with regard to patient diversity at entry-level for a physical therapist assistant.

Participate actively in self-assessment and self-development at entry-level for a physical therapist assistant.

Demonstrate clinical problem solving at entry-level for a physical therapist assistant.

Participate in the efficient delivery of physical therapy services at entry-level for a physical therapist assistant.

Work under the direction and supervision of a physical therapist at entry-level for a physical therapist assistant.

Demonstrate competency on the licensure examination for a physical therapist assistant.

Obtain employment in the local or surrounding community as a physical therapist assistant.

SECTION II: ROLES & RESPONSIBILITIES

Student Roles and Responsibilities

The Physical Therapist Assistant (PTA) program is a demanding course of study requiring dedication and commitment from its students. The PTA is entrusted with responsibility for the care of other people and is expected to demonstrate behavior consistent with that trust. This requires critical thinking skills, complex content mastery, the ability to demonstrate appropriate judgment, and the ability to consistently perform technical skills safely. The PTA student is responsible for his/her own learning and is expected to manage time and energy efficiently.

PTA students are encouraged to develop study groups and to use available resources, including library resources, supplemental texts, journal articles, and tutoring services on campus. PTA students are responsible for seeking assistance if they have questions relating to managing their academic activities. PTA faculty, as well as a variety of the college’s departments, is available to support students.

The student is expected to gain experience and expertise whenever and wherever the opportunity exists. PTA students are expected to review and adhere to the responsibilities established by Brightwood College, which are published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/) under “Student Responsibilities” and “Conduct.”

An important part of the clinical experience is the opportunity to actively pursue the development and practice of professional qualities and behaviors. Such qualities would include personal initiative, punctuality, responsibility, resourcefulness, dependability, and the ability to relate openly and effectively on a professional level. Although the CI (clinical instructor) and
other staff members may provide guidance and direction in the area of professional development, the student PTA must assume the primary responsibility for professional behavior.

PTA students are expected to:

- Gain an understanding of his/her personal strengths and areas for development in order to achieve academic, professional, and personal goals.
- Master assigned skills and competencies through the learning activities and practice provided by the Physical Therapist Assistant program.
- Be directly supervised by faculty or clinical supervisor when performing skills until the faculty or clinical supervisor deems the student has achieved competency and may perform the skill(s) under indirect supervision.
- Develop the skills to work effectively on an independent basis, as well as within a team.
- Collect and analyze clinical data from multiple sources.
- Be accountable for his/her clinical practice activities and to verify information as needed to ensure accuracy in providing care.
- Demonstrate awareness and respect for the unique characteristics, culture, and values of the patients, families, caregivers, and members of the healthcare team or community he/she encounters during the program.
- Contribute to patient learning through preparation of accurate and appropriate information that is presented in a manner that addresses the learning style and condition of the patient and family and/or caregivers.
- Place patient safety as the first priority.
- Apply concepts learned in one environment to multiple patient populations and environments.
- Seek learning experiences that will increase student’s effectiveness through collaboration with the faculty.
- Initiate communication with faculty and program staff regarding any questions or concerns related to the student’s experience or program.
- Regularly check postings (which may include electronic postings, such as through the Student Portal) from faculty regarding exams, final course grades, clinical assignments, written assignments, or program activities, as instructed.

Program Faculty Roles and Responsibilities

Program faculty is expected to adhere to the responsibilities established by Brightwood College, which are published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/) under “Student Responsibilities.” Faculty has an obligation to uphold the rights of students.
ACCE Roles and Responsibilities

The Academic Clinical Coordinator of Education (ACCE) is a full-time Brightwood College staff member with the primary role and responsibility of administering the clinical education component of the PTA Program and coordinating the clinical affiliation staff and clinical affiliation sites. The ACCE may also serve as an instructor in the didactic portion of the Program.

The ACCE is expected to:

- Manager overall administration of the Clinical Education component of the Program and coordinate the placement of students with the clinical affiliation sites;
- Oversee maintenance of current legal and executed contracts between all potential clinical sites and Brightwood College;
- Review annually the version of the contract in place and re-execute to update with current contract as needed;
- Initiate communication between Brightwood College and the clinical sites, procuring identification of availability of placements for each scheduled clinical rotation;
- Oversee maintenance of up-to-date record of placements available and information regarding CI/CCCE at the various sites;
- Ensure orientation of students to clinical placement procedures and policies;
- Manage direct placement of student in clinical affiliations; in compliance with the policy and procedure set forth by Education Corporation of America (ECA) and PTA Program policy and procedures;
- Oversee maintenance of up-to-date schedule of student placement;
- Inform clinical sites of any program changes;
- Ensure student has fulfilled all preparation as per Student Affiliation Checklist;
- Oversee maintenance of student Health and Immunization records; maintaining compliance with FERPA as set forth in the Institution catalog;
- Oversee provision of all documentation, as required for each student, for placement at each Clinical Affiliation Site;
- Ensure student competency prior to placement in clinical affiliation;
- Communicate with all CI/CCCEs and students during each affiliation, either through site visits or telephone communication, using Clinical Education Site Visit Report form as guideline;
- Oversee maintenance of clinical education records;
- Monitor and ensure all students complete the requisite number of clinical hours per each rotation to satisfy course requirements;
- Provide educational support for use of the Clinical Evaluation Tool as needed;
- Evaluate over-all effectiveness of the clinical component of the PTA Program;
• Maintain regular communication and reporting of status of clinical component of PTA Program to Program Director, Director of Education and Career Services Department;

• Work with the Program Director to coordinate and provide CI workshops and continuing educational opportunities to the CI/CCCE faculty;

• Assign the final grade for the clinical coursework in accordance with the ECA Grading Policy.

• Continually evaluate the appropriateness of maintaining a clinical education agreement with a facility, using site visit feedback, student feedback and CSIF information as criteria;

• Oversee maintenance of enrolled and former students’ documents (ie.; electronic and hard copies), including timesheets, for at least one year after graduation, accurately using the appropriate reporting system;

• Comply with all federal and state laws and regulations, accreditor guidelines and current ECA approved policies and procedures.

Clinical Education Administrator Roles and Responsibilities

The PTA Clinical Education Administrator will serve in a supportive role to the PTA Program’s Academic Coordinator of Clinical Education (ACCE) and will not have any direct oversight of PTA students or final decision-making for the PTA Clinical Education Program.

The Clinical Education Administrator is expected to:

• Provide the campus management team with administrative support for all PTA Program clinical functions and activities of a non-instructional nature.

• Serve as the campus liaison and primary point of contact for all administrative matters pertaining to clinicals for the PTA Program.

• Provide administrative support to the Academic Coordinator of Clinical Education (ACCE) in developing and contracting with clinical sites in sufficient numbers to meet the needs of the PTA Program’s clinical student population.

• Liaison with the clinical site supervisor and clinical coordinators to resolve administrative issues in a timely manner.

• Maintain current and readily accessible files for all approved and signed Clinical Affiliation Agreements. There must be a signed contract for every site used for clinical purposes.

• Ensure that a student attendance timesheet is received and forwarded to the Registrar on a weekly basis for posting.

• Ensure that a complete and signed Student Performance Evaluation form is received for every student as they finish their clinical experience.

• Monitor clinical attendance and notify the ACCE to take immediate corrective action as warranted.
Create and maintain administrative reports, records, and historical data to effectively administer and coordinate all aspects of this position.

- Facilitate communication between the Career Service and Education Departments.
- Work with the ACCE to facilitate clinical site workshops for clinical site supervisors/coordinators.
- Maintain an attitude of enthusiasm and cooperation will all department personnel.
- Actively participate in assigned projects and activities as business conditions require.
- Maintain confidentiality when working with student records, and outside-agency personnel.
- Ensure that a Release of Information form is in effect when applicable.

CCCE Roles and Responsibilities

The Center Coordinator of Clinical Education (CCCE) is the appointed representative for the Clinical Affiliation Site or Company that will plan and implement the clinical education program at the clinical center. This individual may collaborate with clinic staff, the ACCE, and company representatives to supply the clinical affiliation agreement.

The CCCE is expected to:

- Serve as the key contact person between clinical site and the ACCE;
- Substantiate the contractual agreement between the clinical site (s) and Brightwood College. All sites that host clinical students are required to complete an Affiliation Agreement with Brightwood College;
- Assist the ACCE in assigning students to a qualified CI;
- Provide education and training to the CI on the clinical instructor responsibilities in the clinic setting.
- Direct and delegate the scheduling and supervision of students;
- Serve as a resource for updated information on the clinical center and the academic programs to the ACCE and CI respectively;
- Conflict management is a part of the CCCE’s job and he/she may be asked to serve as a consultant or mediator to resolve issues with staff or students, as they arise. Formal training in this skill is available through APTA Clinical Instructor and Credentialing Program;
- Review and revise the clinical education program with the ACCE as changes in objectives, academic and clinical programs, and staffing occur to enhance/strengthen the overall effectiveness of the Program;
- Provide the ACCE with current information about clinical site locations and staffing via a Clinical Site Information Form (CSIF) or comparable form.
CI Roles and Responsibilities

The Clinical Instructor (CI) is a Physical Therapist or Physical Therapist Assistant who is willing to be involved in the education and supervision of student clinicians pursuing a career in the physical therapy profession. As a CI, the therapist can enjoy many professional rewards; from gaining knowledge on new, innovative treatment techniques to the satisfaction of contributing to the growth of a new physical therapy professional. Students bring an enthusiastic mission to the clinical setting. The CI is expected to be of good standing, meet the requirements for licensure, and provide professional and scholarly preparation (see Clinical Instructor Criteria Checklist in Appendix).

The CI is expected to:

- Become familiar with the Clinical Evaluation Tools used by the Program;
- Meet with your student, setting time aside to review the Clinical Evaluation Tool, skills they may have completed and skills they hope to achieve during their clinical assignment;
- Provide an orientation to the clinic. An example PTA Student Orientation is located in the appendices;
- Complete all required forms for student to return to the ACCE/Program;
- Provide proper supervision during the entire student affiliation;
- Work with the student to select appropriate patients for their level of experience, goals, and giving them a variety of patient experiences;
- Provide students with clinical experiences that will challenge the critical thinking of the student and allow them to demonstrate proficiency in each skill;
- Expose students to additional treatment/learning opportunities available such as: surgeries, physician consultations, team meetings, family conferences, etc.;
- Build time into the students day to review all documentation in reference to the patients and policies/procedures for the provision of treatments;
- Continuously observe and assess all student skills to validate consistency of performance in areas of skill competency, safety in clinical practice, effective care, and professional behaviors before grade is given for each skill;
- Meet with your student on a regular basis to provide formative feedback;
- Develop strategies with the student to problem solve areas of difficulty;
- Provide mentoring to student for areas requiring additional learning to achieve competence in the skill level;
- Complete the formal assessment tool and review, in detail, with the student upon completion of the rotation.
The CI is expected to contact the ACCE immediately upon identifying an issue that might deter the student’s ability to successfully complete the clinical assignment.

The CI will respect the risk-free right of patients to refuse to participate in clinical education.

Clinical Faculty Development

The Brightwood College PTA Program is dedicated to providing our clinical faculty with the tools and resources they need to build on and improve their interactions with our students.

ACCE will evaluate and determine where the clinical education experience could have been improved using the PTA Student Evaluation of Clinical Education Experience the individual Professional Behaviors Assessments, as part of the overall Clinical Evaluation tool.

All CCCEs and CIs will receive an annual feedback survey, sent out by the ACCE, to allow the clinical site to provide suggestions for in-service presentation(s) that will improve their clinical education practice.

Periodically, selected CCCEs and CIs will receive the APTA Guidelines for Self-Assessments for Clinical Education to provide clinical educators opportunities for direction and guidance in the development and enhancement of their clinical education sites and their interactions with their students (http://www.apta.org/Educators/Clinical/SiteDevelopment/).

The analysis of all forms related to clinical experiences will occur at least annually to allow for timely feedback to CIs prior to the assignment of additional students.

Based on the results of the aforementioned analysis, the ACCE will provide individual coaching sessions with CIs in areas of improvement, as needed.

Based on the results of the aforementioned analysis, the ACCE will determine and will prepare, in partnership with the Program Director, an in-service presentation(s) to meet the needs of the clinical instructors in the development and enhancement of their clinical education sites and their interactions with their students.

The ACCE and the Program Director will coordinate to offer APTA-approved Continuing Competency courses or other educational or informational courses to CI’s that enhance the development of the clinical education program.
SECTION IV: PROCEDURES & REQUIREMENTS

Assignment to Clinical Affiliations

A student will not be assigned to a clinical site until he/she has met all academic, administrative, financial, health, and other applicable requirements. Notification of clinical site placement will occur approximately two (2) weeks prior to the time the student is expected to begin their clinical experience.

The ACCE will ensure that students have met all of the requirements, including those specific to the clinical site. Examples of specific clinical site requirements could include, but are not limited to, finger-printing, background investigations, immunizations, and medical examinations. (Students understand that failure to disclose a criminal record or other relevant background information, however slight, may jeopardize their site assignment and, ultimately, their ability to complete their clinical program of study and to find employment in the profession).

Students should not attempt to contact clinical sites to arrange for their placement, but instead are instructed to provide the ACCE or Program Director with contact information for sites they are interested in. This will ensure all the required contractual documents have been executed for student clinical affiliations.

Any individual clinical site guidelines or policies that students will be expected to adhere to for the duration of their clinical assignment should be presented to the student at Orientation. If the student indicates that they are unable to comply with these requirements, the ACCE must be notified and the student may be dismissed from the clinical assignment.

Attendance

Attendance is an important part of job performance for all healthcare professionals. The program follows the “Attendance/Tardiness Policy” and “Suspension and Dismissal Policy” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog). Students have reviewed and are expected to adhere to these. During the clinical rotations, students will also be expected to review and adhere to “Section VII. Attendance” of the Clinical Policy.

Individual clinical sites may choose to establish their own attendance requirements. It is the responsibility of the clinical site to advise the students of these requirements. The clinical instructor (CI) or site supervisor must complete the PTA Clinical Site/First Day Confirmation Form (see Appendices) and fax or email it back to PTA Program ACCE before the conclusion of the first scheduled day of the student’s clinical affiliation.
The (CI) must report the student’s regular attendance at the clinical education experience using the *Clinical Weekly Timesheet* (see Appendices). This timesheet must be submitted to the ACCE no later than noon on the Monday following the conclusion of the clinical week. The student is expected to be in attendance at their assigned clinical site as scheduled. In the event a student is unable to attend the scheduled clinical hours for a given day, the ACCE must be notified either electronically or by phone of the student’s absence or missed clinical time. The student will be counted absent when he/she misses scheduled days within the clinical rotation assignment. The ACCE must coordinate with the CI and the student to make up the required hours in order to satisfy the clinical rotation required hours for that week. It is extremely important that any variation in the student’s attendance be reported to the ACCE on a daily basis using either the CI’s Clinical Weekly timesheet or via electronic or telephone communication to the ACCE. The ACCE is ultimately responsible for obtaining proof of student clinical attendance and ensuring that the student attendance is documented in line with ECA policy.

*Inclement Weather*

Inclement weather days may cause Institution or facility closures. Brightwood College does not expect students to attend clinical rotation assignments when travel to the sites may constitute a hazard or risk for the student’s safety and/or health.

The clinical site / supervisor may not submit work, training or remediation performed outside of the clinical site as hours counted toward fulfillment of a student’s clinical requirements unless the student submits a request, along with the justification for the request, to the ACCE for consideration and approval prior to the student starting the proposed off-site work, training or remediation.

The clinical site supervisor may not submit time the student takes for break periods as time worked in the clinic. This includes leaving the clinical area to answer a text or phone call; calls should be answered / returned during the scheduled break periods; or any break time outside of scheduled breaks for the purpose of tobacco use.

*Absences*

Unless there is an emergency situation, students should avoid absences and late arrivals during their clinical experience. Ten minutes is considered reasonable tardiness, unless the facility has other guidelines to be followed. Occasionally, situations may arise that keep the student from attending or from being on time. If those situations arise, it is the joint responsibility of the student and the clinical site supervisor to determine who the student should contact if one of these situations should occur during the clinical experience.

In order to comply with state and accreditation requirements to satisfactorily meet course completion, it is the responsibility of the both the ACCE and the clinical instructor (CI) to ensure that the student finishes all clinical required hours. Any absences may put the student
at risk for course failure. *Students will fail the course if they are absent from two or more scheduled clinical sessions and they do not make-up the associated work for the missed hours.*

It is the joint responsibility of the student and the clinical site supervisor to **report any absence on the day it occurs.** If a student fails to report an absence or to attend a scheduled make-up it can lead to academic disciplinary action and possible termination of the clinical experience or dismissal from the program.

**Clinical Orientation**

On the first day at a Clinical Affiliation site, all students should participate in a general orientation with their clinical site supervisor. The *First Day of Clinical Affiliation Orientation Checklist* (see Appendices) should be completed and returned to the ACCE with the first Clinical Weekly timesheet. This orientation checklist is not intended to replace any required facility orientation that is specific to that clinical site. The intent is for the clinical site supervisor/instructor to use the orientation checklist to convey the general processes and procedures of the facility to the student. The orientation will also introduce the objectives for and the expectations during, the clinical rotation.

**Clinical Site Problem Resolution or Complaints**

The program follows “General Student Complaint Procedure/Grievance Policy” and “Appeals Procedure” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/). On occasion, issues may arise at a clinical site. These most often occur when a student and a staff member are in conflict with one another. In other words, they just are not getting along. If a situation like this arises, there are several steps that should be taken.

First, a good understanding of the chain of command within the clinic setting should be established between the student and the clinical instructor or staff. One way to make sure this is understood is to outline this information during the first day on site orientation. This will provide the information of whom to contact ahead of time should a conflict indeed arise.

Second, a good understanding of the Brightwood College chain of command for clinical placement related issues should be in place. If either the student or the CI has a concern related to the clinical site/placement they should first discuss those concerns with the ACCE. If the concerns cannot be resolved with the ACCE, then the next step is to contact the Program Director. If the issue still cannot be resolved, the Director of Education should be consulted. The most efficient process for resolving site/placement related issues is to follow this chain of command.

Issues may also arise in the clinical setting when a student is not performing at the expected level. A lack of performance can occur in the area of professionalism or with a specific hands-on skill. In either case, if the clinical supervisor feels that the issue is one that cannot be resolved within the clinic; he or she will contact the ACCE. The ACCE will request formal
documentation of the issue from the supervisor and then, with the student and supervisor, create a remediation plan. The student will be required to adhere to the remediation plan in order to continue their placement at that specific clinical site.

Clinical Site Terminations
The program follows “Withdrawal from the Institution” and “Dropping or Adding Courses” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/).

The clinical site may be unable to meet or accommodate the student’s learning needs; an emergency situation may arise which renders the student incapable of participating in the remainder of the affiliation; or other irreconcilable circumstance where a clinical site may simply determine that it is no longer interested in working with a clinical student and terminates the clinical affiliation assignment.

If a clinical site terminates a student from a site during the rotation where the student has completed less than half of the required hours for the affiliation, or the student is denied placement following the pre-assignment interview or first day on site orientation, the ACCE must be notified immediately so that Brightwood College administration and the ACCE can work with the student to determine an appropriate course of action. Students who are declined placement or removed from their clinical site are not guaranteed placement at a second clinical site and thus, may not be able to complete the clinical affiliation course which will also preclude the student from completing his or her academic program and graduating from Brightwood College.

The Physical Therapist Assistant Program recognizes the following areas where a clinical site may reserve the right to terminate any student:

- The student fails to report to the facility once placement has been confirmed by the ACCE
- The student fails to maintain regular work hours without prior permission from CI, CCCE and ACCE
- The student exhibits conduct found to be detrimental to patients, facility staff, others or themselves
- The student is non-compliant with policies and procedures of facility. This includes any insubordinate, unsafe, or unethical behavior.
- The student does not meet the minimum standard of competence as outlined in syllabi for clinical education experience
- The student fails to demonstrate physical and mental competence in the clinical areas.
- The student demonstrates behaviors that jeopardize or potentially jeopardize the operations and management of the healthcare facility.
Code of Conduct

Students are expected to conduct themselves in a professional manner at all times to optimize their learning and professional development, and to reflect positively on ECA, the program and the campus. All student behavioral issues occurring on Clinical Affiliations will be addressed by the ACCE and Program Director. The program follows the Clinical Policy and adheres to Conduct as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/); students are expected to review and abide by this.

The clinical site, the clinical site supervisor and the student are expected to abide by all state regulations governing physical therapy practice as per their State Practice Act and the APTA Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Professional Conduct of the Physical Therapist Assistant, each of which can be found by visiting www.apta.org.

The CI must supervise the student at all times during any interactions with patients/clients, their caregivers, or their family members while in the clinical setting in accordance with state and federal regulations governing the practice of physical therapy and in order the protect the safety and welfare of the public.

Supervision

The APTA-“Supervision of Student Physical Therapist Assistants HOD P06-00-19-31” states that students “are qualified to perform selected physical therapy interventions under the direction and direct supervision of either the physical therapist alone or the physical therapist assistant.” In addition, the clinical facility will comply with all supervision requirements for the supervision of a PTA, should the PTA be the student’s CI. Students in a physical therapy clinic, department, or business require continuous supervision by a physical therapist. Students are present in the clinic for the purpose of education and not as an employee. Students will have had formal education and training, but their presence in the clinic requires the therapist to teach, observe performance and evaluate and record competence. The therapist would naturally provide closer supervision for a student on a first rotation or in a specialty clinic where the student has not previously observed or worked. Further into a students’ clinical period, the therapist may, at their discretion, allow the student more autonomy. The clinical instructor supervising the student must review the interventions provided and treatment performed by the student, the thoroughness of documentation by the student and must co-sign all progress notes.

Compensation

The clinical site may not compensate a Brightwood College PTA student for any hours completed as part of the student’s Clinical Rotation.
Consent and Safety
The CI will respect the risk-free right of patients to refuse to participate in clinical education.

Any violations of a patient’s or the student’s rights or safety at a clinical site should be immediately reported to the ACCE.

Dress Code/Personal Appearance
The program follows “Personal Appearance” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/); students are expected to review and adhere to this. Additional requirements may be set by the clinical site, which should be reviewed with the student as a part of the orientation to the clinical site.

Brightwood College PTA students must designate their status as a “student” during their clinical rotations. This can be accomplished with either a name badge or uniform. The uniform identifies to the patients that the student is participating in an educational experience with Brightwood College and that they are not part of the clinic staff. Students are issued two (2) sets of scrubs and one Polo-style shirt in the program and it is the student’s responsibility to see that these are clean and laundered and ready to wear each day during clinical assignment in order to comply with safety and infection control guidelines.

The CI should immediately notify the ACCE of any student in non-compliance of any portion of the dress code policy. Noncompliance can lead to termination of the clinical experience, academic disciplinary action, or dismissal from the program.

Drug-Free Learning and Practice Environment
The college and its faculty are committed to maintaining a learning environment that is free from the abuse or unauthorized use of drugs and alcohol. Physical Therapist Assistant students must be capable of performing without impairment during their classroom instruction, lab, and clinical practice. The program follows “Drug and Alcohol Abuse Awareness and Prevention,” and “Admission Requirements and Conditions,” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/). Students are expected to review and adhere to these.

Many clinical sites require drug screening prior to student affiliation. The clinical site must notify the ACCE that this drug screening will be required prior to clinical placement. The ACCE will coordinate with the clinical site and the student to ensure that the testing is completed as requested. It is the student’s responsibility to notify the ACCE if he or she has taken any prescription or over-the-counter medications that may alter the results of this drug screen prior to submitting to the drug screen.

The CI must notify the ACCE if he / she suspects that a Brightwood College PTA student is considered to be, or has the potential to be, practicing in a manner detrimental to the health
and welfare of others. The ACCE may immediately remove the student from the clinical assignment and apply the “Suspension and Dismissal” Policy in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/) if the student:

- Has a positive drug screen. (Presumptive positive drugs screens may require further testing.)
- Does not comply with the request for drug screening on or by the date required, as instructed.
- Is found using or is in possession of illegal drugs, alcohol or other controlled substances in the clinical setting.

Confidentiality of Patient or Client Information

Confidentiality is of major importance when caring for and/or working with patients/clients. Students are personally responsible for maintaining patient/client confidentiality, including those related to the Health Information Portability and Accountability Act (HIPAA), which is discussed as part of the curriculum in the first term. Clinical site specific requirements for maintaining patient/client confidentiality must be provided to the student at orientation. Students must maintain confidentiality of patients/clients even after the clinical rotation has ended. Violation of confidentiality may result in disciplinary action up to and including suspension or dismissal from the Physical Therapist Assistant program.

The CI must notify the ACCE if he / she suspects that a Brightwood College PTA student has violated patient/client confidentiality which is considered to be practicing in a manner detrimental to the health and welfare of others. The ACCE may immediately remove the student from the clinical assignment and apply the “Suspension and Dismissal” Policy in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/).

The CI and the student will only engage in clinical discussions in a protected environment maintaining the strict confidentiality of the patient/client. The CI will assist the student in obtaining data collection from patients/clients for the purposes of completing an assignment for coursework ensuring that the data is to be altered such that the identity of the patient/client is protected. The CI, ACCE and the student may conduct online discussions, assignments, and seminars related to experiences with patients/clients in the community with all identifying information related to the patient/client altered, or removed, to protect privacy. Brightwood College further stipulates that all the data is to be destroyed in a manner that maintains confidentiality upon completion of the assignment.

Evaluation of Student Clinical Performance

The Physical Therapist Assistant program is a competency-based program. Specific clinical assessment forms that describe the clinical objectives and grading criteria are provided at the beginning of the clinical rotation.
Completing the *First Day of Clinical Affiliation Orientation* (see Appendices) is mandatory for each rotation.

Any changes to the schedule must be reported to the ACCE.

The CI will expect the student to perform only those clinical skills in which they have completed coursework during the academic portion of the curriculum (see Appendices)

CI’s will complete a performance evaluation of the student. This document is located in the Clinical Evaluation tool. Students will present the document to their site supervisor at the beginning of their clinical affiliation.

*Clinical Weekly Timesheets* (see Appendices) showing student attendance are to be filled out daily upon conclusion of the clinical site hours each day, and sent to the ACCE on a weekly basis.

Clinical time must be recorded accurately in specific hours and minutes, not rounded to the nearest quarter, half or whole hour.

Clinical timesheets must be signed by the on-site supervisor and student. Students will not receive credit for hours worked if the forms are absent the appropriate signatures.

The ACCE collects the clinical site evaluation forms and for ensures the integrity, management and organization of clinical timesheets, reports and files. This includes, but is not limited to, collecting on a timely basis and validating timesheets and ensuring the accuracy and proper documentation of the students’ records. The CI should report any issues to the ACCE.

All clinical documents *must be submitted to the ACCE or Clinical Education Administrator.*

The grade for the clinical practicum course will be issued by the ACCE once all documentation has been received and approved. Incomplete documents will not be accepted and will be returned to the student for correction and resubmission upon completion. This may require the student to return to the clinical site for additional time with CI to complete necessary paperwork.

Grading for the clinical rotation is determined by completion of all documentation, the number of clinical skills required for the clinical affiliation that were completed by the student, the clinical instructor’s evaluation of student performance and the number of clinical skills available at the specific clinical rotation site. A clinical grading rubric is used to determine the overall course grade.
In-Service/Special Project

The student will be required to do either an in-service or a special project in their final clinical rotation. The topic of this project is at the discretion of his/her Clinical Instructor. Students who fail do either an in-service or a special project will fail the final clinical affiliation.

Grading

The program follows “Grading System” and “Appeals Procedure” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/); students are expected to review and adhere to these.

To successfully complete a PTA Program core curriculum course a student must achieve a 73% or higher in the lecture portion and an 80% or higher on the competency skills exams. Students have 2 attempts to achieve 80% on the competency skills exams.

Physical Therapist Assistant students must achieve a minimum level of competency as outlined in the APTA Physical Therapist Assistant Student Essential Skills and Functions (see Appendices). Failure to demonstrate a minimum level of competency will result in a student not being placed in a clinical rotation and/or failure of specific course. Please refer to each course syllabus for specific course requirements in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/).

Parking

The CI should review during orientation any designated student parking areas and/or parking stickers, if applicable, that must be used while at clinical site. The CI should notify the ACCE if the student fails to comply as directed.

Privacy of Student Information

The program follows “Family Educational Rights and Privacy Act” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/). To expedite the assignment of clinical sites, the college will release certain information about the student to the student’s assigned clinical site. This information is considered part of the educational record, but it is being used for the clinical education portion of the curriculum, and includes, but is not limited to, student name, results of criminal background check, results of prior drug screen, and immunization and vaccination records. Students must consent to this release of this information by signing a Release of Information to Clinical Agencies form.

Transportation

Transportation to and from the clinical sites is the responsibility of the individual student. Punctual attendance at clinical sites is a requirement for successful course completion. Clinical rotation assignments cannot be guaranteed or assigned to meet personal preference or geographical convenience, as other factors need to be considered, such as the patient/client
population at the clinical site. Occasionally, clinical rotation assignments may require traveling up to 150 miles from the campus.

SECTION V: HEALTH & SAFETY INFORMATION

Health and Liability Insurances
Some clinical sites may require that students have health insurance. If required, students are responsible for obtaining and maintaining their own independent health insurance coverage. The college does not provide student health insurance. Brightwood College provides comprehensive general liability and professional liability insurance coverage.

Accidents/Incidents/Emergencies
The Physical Therapist Assistant program is concerned for the health and well-being of students, as well as its faculty and guests. The program follows “Student Health Services” as published in the Campus Catalog (https://www.brightwood.edu/dallas-tx/course-catalog/).

Unless otherwise instructed by clinical staff, for all emergency situations, the student is expected to alert a staff member and to phone 911 immediately for assistance. The student has completed a preparatory course in basic CPR and should be prepared to assist if requested.

For accidents/incidents involving the student while at a clinical site, the incident must immediately be reported to the CI and then by the CI to the ACCE or Program Director. The ACCE or Program Director can direct the clinical site, if needed, with helping the student seek appropriate medical attention. The clinical site should provide a copy of any Clinical Site Incident Report form to the ACCE. The ACCE will assist the student with completion of an Incident Report form and other necessary forms, as dictated by the incident.

Regardless of where an injury occurred, any Physical Therapist Assistant student who wishes to return to the clinical site after an injury (or illness) resulting in an absence must complete a Medical Release Form to Return to Class/Lab/Clinic (see Appendices) signed by a licensed and qualified healthcare practitioner indicating that he or she is capable of returning. Any financial responsibility for this medical release will belong to the student.

Critical Safety Skills
Each student must demonstrate a mastery of specific critical safety skills to assure that the student is able to implement an intervention from a Physical Therapist’s plan of care in a safe and effective manner.

Examples of critical safety skills are:

- Ability to follow the plan of care as per the supervising physical therapist.
- Demonstration of knowledge of indications/precautions/contraindications
- Identification of and response to the physiological events of a patient
- Safe and proper hand washing and infection control
- Demonstration of safe patient handling techniques
- Requesting assistance when necessary to ensure patient and individual safety
- Proper interpretation of weight bearing status and utilization of appropriate gait pattern
- Demonstration of knowledge of all clinical safety policies and procedures

**Blood or Body Fluid Exposure**

As part of their education, students are taught health behavior information regarding personal health, infection prevention, and behavior that places individuals at a health risk. Students are expected to demonstrate behavior that reduces the risk of infection (e.g. proper hand washing, hygiene, and use of personal protective equipment) and to follow the safety practices and guidelines that are known to reduce the risk of infection and prevent the transmission of disease. Standard Precautions should be followed according to standards set by the Centers for Disease Control and Prevention (CDC). Protective equipment such as goggles, gloves, gowns, and masks should be available in the clinical setting for circumstances that dictate their use.

The CDC defines blood or bodily fluid exposure as:

- A needle stick, or cut, caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids (urine, saliva, sputum, vomit, feces).
- A contaminant splash to mucous membranes (e.g. eyes, nose, mouth) with blood or body fluids.
- Prolonged skin contact or exposure to blood or body fluids – especially when the skin is chapped, abraded, or afflicted with dermatitis or somehow otherwise not intact.
- Clinical Site Supervisor’s should provide students with the clinical site’s emergency plan and procedures during their clinical site orientation.

If exposure takes place at a clinical site, the clinical site must:

- Immediately notify the ACCE or Program Director of the incident, preferably within 60 minutes of the exposure. Prompt reporting of exposure is crucial to ensure proper medical evaluation and treatment.
- Complete the Blood-Borne Pathogens Exposure Report (see Appendices).
- Make arrangements for evaluation, testing and prophylactic treatment at a designated healthcare facility or the nearest emergency medical facility. The exposed individual will be responsible for the cost of medical treatments, unless otherwise notified.
- Make arrangements to test the source individual for HIV, HBV, and HCV infectivity, if warranted.
After initial prophylactic treatment, provide the exposed individual with information regarding arrangements for continued prophylactic treatment, follow-up testing, and counseling such as 24-hour national Needle Stick hotline: 1.888.HIV.4911.

Immunizations and Other Health Requirements

Brightwood PTA students are expected to provide health information as required to ensure a safe clinical and educational environment. Each student entering the PTA Program is required to acknowledge that he or she is “physically capable of fully participating in the Physical Therapist Assistant program at Brightwood College, with or without reasonable and appropriate accommodations”. While certain health conditions (i.e., latex allergy, pregnancy) do not prohibit a student from completing their Clinical Affiliation requirement, it is important that clinical staff be aware of these conditions to ensure the safety of the student and the patients. Students are held responsible to report any health related condition to the ACCE and, if occurring while on the clinical assignment, to their clinical instructor (CI).

Students bring the following items to each clinical assignment:
- Proof of Health Insurance (if required)
- Proof of CPR certification
- Date of most recent negative TB test

Immunizations or other health requirements may be required by specific clinical sites. Students will be required to comply with the clinical site requirements. The clinical site should provide any specific requirements to the ACCE so that the ACCE can give sufficient notice to the student to complete any immunization or other health requirements prior to the first day of the clinical site assignment. Sufficient notice is determined at a minimum by the timeframe required for completion of the immunization or other health requirements.

Infection Control

The delivery of care by healthcare providers is associated with exposure to health risks. Education Corporation of America and the College are not responsible if a student acquires health problems as a result of his/her patient care and educational experiences. Students receive printed and verbal information and instruction regarding infection control; including the risk for occupational exposure to blood-borne pathogens and Centers for Disease Control and Prevention (CDC) guidelines in regards to standard precautions. Students sign a confirmation form acknowledging instruction and comprehension of infection control best practices that is maintained in the Physical Therapist Assistant program student file. Additional infection control requirements may be required at certain clinical education sites. The CI should immediately notify the ACCE of any student in non-compliance of any portion of the infection control requirements. Noncompliance can lead to termination of the clinical experience, academic disciplinary action, or dismissal from the program.
Safety Procedures

Information regarding the Brightwood College Emergency Response Plan can be found online (https://www.brightwood.edu/dallas-tx/course-catalog/). While at the clinical site, the student should inquire with the clinical instructor (CI) about any questions regarding emergency and safety procedures on site; thereby minimizing risk of injury to the patients, others and themselves.

APPENDICES (FORMS)

PTA Program Forms
- Medical Release Form to Return to Class/Lab/Clinic
- Blood-Borne Pathogens Exposure Report
- Physical Therapist Assistant Student Essential Skills and Functions
- Clinical Instructor Criteria Checklist
- Clinical Skills per Clinical Affiliation

Clinical Site/CI Forms
- Clinical Site Supervisor Instructions
- First Day of Clinical Affiliation Orientation
- PTA Clinical Site First Day Confirmation
- Clinical Weekly Timesheet
- Sample In-service Format for a Case Study
- In-service Coversheet and Feedback Form
- Clinical Instructor Educational Information Survey
- Clinical Handbook Acknowledgement Form