

Physical  
Therapist  
Assistant  
Clinical  
Packet



Spring & Fall  
2024

Revised: October 2019

## **Important Contact Information**

Please direct all student related clinical education questions or concerns to:

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(570)702-8992  
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For all other inquiries or concerns please contact:

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(570)702-8997  
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Concerns can also be submitted on the program link below:

<http://www.johnson.edu/physical-therapist-assistant-program-comments/>

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## **PTA Program Clinical Education Information**

<http://www.johnson.edu/clinical-information/>

### **Accreditation**

The Physical Therapist Assistant Program at Johnson 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](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

### **Mission Statement**

Johnson College provides industry focused, hands-on learning in a supportive environment and prepares graduates to enter into and advance in their careers.

### **Vision Statement**

To make the world our campus through industry partnerships and experiential learning by teaching the students of today the skills of tomorrow.

## Clinical Education Philosophy

It is the philosophy of Johnson College that the clinical experiences included within the Physical Therapist Assistant Program are a vital component of the educational experience. The clinical experiences should be challenging, but at the same time, supportive. This is where students are able to apply the skills and information which they have been learning in the classroom to real patients in real life situations. Students must recognize that safe and effective patient care is the priority in the clinical experience, and all students are expected to demonstrate safety and professionalism during all patient contacts.

### Program Mission

The mission of the Physical Therapist Assistant Program at Johnson College is to prepare students to be competent and caring entry-level physical therapist assistants who work under the direction and supervision of a physical therapist in a variety of settings. Students will be committed to developing and continuing professional competence, demonstrating lifelong learning, and adhering to the behavioral expectations outlined in the APTA Guide for Conduct and Standards of Ethical Conduct for the PTA.

### Goals/Outcomes

#### Program Goals/Outcomes

The goals of the Johnson College Physical Therapist Assistant Program are as follows:

1. To prepare graduates to meet the professional and licensure requirements necessary to function as entry-level PTA's under the direction and supervision of a physical therapist in a variety of clinical settings.

**Outcome #1:** Students/graduates will demonstrate competence implementing interventions identified in the plan of care under the direction and supervision of the physical therapist.

**Outcome #2:** Students/graduates will demonstrate competency performing components of data collection skills under the direction and supervision of the physical therapist.

**Outcome #3:** Students/graduates will complete thorough, accurate, logical, concise, timely, and legible documentation that meets the requirements of the facility.

**Outcome #4:** Graduates will pass the NPTE at a rate consistent with CAPTE requirements within one year of graduation.

**Outcome #5:** Graduates who seek employment will be employed in the field within one year of graduation.

2. To ensure students are prepared to meet the needs and expectations of members of society who seek physical therapy services.

**Outcome #1:** Students/graduates will exhibit conduct that reflects practice standards that are legal, ethical, and safe.

**Outcome #2:** Students/graduates will communicate effectively with other health care providers and with patients, family members, and caregivers in order to achieve patient outcomes based on the physical therapy plan of care.

**Outcome #3:** Students/graduates will respect and act with consideration for individual differences, values, and preferences of peers and patients.

3. To ensure students are able to use problem solving and critical thinking skills to respond appropriately to clinical situations they may encounter as a physical therapist assistant.

**Outcome #1:** Students/graduates will recognize when interventions should be modified or not provided due to changes in the patient's status or due to violations in practice guidelines and report this to the supervising physical therapist.

**Outcome #2:** Students/graduates will implement risk management strategies during all lab and clinical activities to ensure the safety of themselves and others.

4. To ensure students understand the value of volunteerism, leadership, and continued competence as physical therapist assistants.

**Outcome #1:** Students/graduates will develop a plan for continuing competence as a PTA.

**Outcome #2:** Students/graduates will participate in volunteer opportunities for professional and/or community organizations.

### **Department Goals/Outcomes**

The goals of the Johnson College Physical Therapist Assistant Department are as follows:

1. To ensure that educators of the program, both didactic and clinical provide instruction and guidance that meets the needs of the students and the program.

**Outcome #1:** Faculty will maintain current licensure in PA.

**Outcome #2:** Faculty will participate in continuing professional competence related to teaching responsibilities.

**Outcome #3:** Faculty will utilize effective instructional methods during didactic, laboratory, and clinical courses.

2. To provide students with a curriculum and resources that are current and in compliance with standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE), by the American Physical Therapy Association (APTA), by the PA Physical Therapy state practice act, and by the institution.

**Outcome #1:** The curriculum will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure it is aligned with current requirements and practice trends.

**Outcome #2:** The program resources will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure adequacy to meet the needs of the program.

## Clinical Education Expectations

### **PTA 270 Clinical Experience I (4th semester)**

#### **Overview**

This is the first of three clinical experiences that will take place during the students' fourth semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During this affiliation, students should become comfortable with basic patient care skills. Students will have the opportunity to gain proficiency in the skills they have learned in prerequisite courses, including functional training, application of physical agents, and subsequent data collection.

Students have the opportunity to participate in direct patient care under the direction and direct supervision of a licensed physical therapist or the physical therapist assistant/physical therapist team assigned by the facility, in accordance with facility and state regulations. Clinical instructors are expected to meet the expectations outlined in the "Johnson College PTA Program Clinical Instructor Guidelines."

Students are expected to demonstrate professional conduct with clinical instructors, other professionals, and patients that reflects a commitment to meet the expectations of patients/clients receiving health care services and is consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant. They should communicate verbally, nonverbally, and in writing with Clinical Instructor, staff, and patients in an effective, respectful, and timely manner and act with consideration.

Students are expected to accept developmental comments and guidance from the clinical instructor and other professionals and adjust behaviors accordingly. They are expected to participate in and seek out learning and development activities to ensure continued competence.

#### **Student Assignments**

Students must completely the following assignments according to the designated timeframe.

1. Journal Entry
  - a. Complete each week
  - b. Submit to ACCE by 12 noon on Wednesday of each week
2. Clinical Timesheet
  - a. Complete daily
  - b. Obtain CI signature
  - c. Submit to ACCE by 12 noon on Wednesday of each week
3. Clinical Objective Form
  - a. Complete at the start of clinical
  - b. Submit to ACCE at the end of clinical
4. Values Based Behaviors for the PTA Self-Assessment Tool
  - a. Complete at conclusion of clinical
5. PTA Clinical Performance Instrument
  - a. Complete at conclusion of clinical
6. Clinical Experience Survey
  - a. Complete at conclusion of clinical

## Assessment of Student Performance:

In order to complete this PTA 270, students MUST:

1. Must receive a minimum rating of between “Beginning Performance” and “Advanced Beginner Performance” for all items on PTA CPI without significant concerns checked.
2. Complete and submit all required documentation including journal entries, clinical timesheets, clinical objective forms, Student Survey of Clinical Experience (270), and self-assessments, on time.

**\*Failure to submit documentation on time is viewed as unprofessional and can result in failing the clinical.**

**The ACCE is responsible for grading the clinical education courses** as “PASS” or “FAIL” based on the information provided by the clinical instructor on the PTA CPI and in additional documentation, which includes journal entries, clinical timesheets, clinical objective forms, and the Value Based Behaviors for the PTA Self-Assessment tool. Refer to syllabi for submission guidelines. Grades will be assigned only after completed and signed documentation (including time sheets, objective sheets, and weekly logs) has been obtained. *Failure to receive a 76% average will result in a grade of an incomplete, and the student will not be able to progress through the curriculum or be eligible for graduation.*

Prior to determining a grade, the ACCE will investigate any inconsistencies between the clinical instructor’s and the student’s report.

**The ACCE will determine the final grade for the clinical experience**, and the Pass/Fail will follow with the standard grading policy for all courses in the PTA curriculum. The calculation of the CPI grade will be determined using the percentage of criteria met by the student for all 15 criteria. This will then be combined with the additional 50% of the grade related to other assignments. A passing grade “PASS” would be based on the student obtaining at least a 76% (C+) average in the course, and having no “red flag” areas on the CPI.

Assignments: 50%

CPI: 50%

In the event that the student should not pass a clinical experience, he/she may be given **ONE** opportunity to repeat that clinical experience if the student has not already had a probationary action. **Failure of subsequent clinical experiences will result in failure from the program.**

**If the student is dismissed from the clinic secondary to safety or professional behavior concerns, the student may be dismissed from the Johnson College PTA program.**

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## PTA 280 Clinical Experience II (5<sup>th</sup> semester)

### Overview

This is the second of three clinical experiences that will take place during the first six weeks of the students’ fifth semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During the six weeks, students have the opportunity to participate in direct patient care under the direction and direct supervision of a licensed physical therapist or the physical therapist assistant/physical therapist team assigned by the facility, in accordance with facility and state regulations. Clinical instructors are expected to meet the expectations outlined in the “Johnson College PTA Program Clinical Instructor Guidelines.”

At this point, students have completed all didactic coursework and should be able to apply those skills to real patient care. In addition to the basic patient care skills, students should be able to implement and progress treatment plans outlined by a physical therapist in a professional manner. A full list of skills that students are competent in can be found on the Johnson College website at <https://www.johnson.edu/clinical-information/> .

Students are expected to demonstrate professional conduct with clinical instructors, other professionals, and patients that reflects a commitment to meet the expectations of patients/clients receiving health care services and is consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant. They should communicate verbally, nonverbally, and in writing with Clinical Instructor, staff, and patients in an effective, respectful, and timely manner and act with consideration. Students are expected to accept developmental comments and guidance from the clinical instructor and other professionals and adjust behaviors accordingly. Students are expected to participate in and seek out learning and development activities to ensure continued competence.

### **Student Assignments**

Students must completely the following assignments according to the designated timeframe.

1. Journal Entry
  - a. Complete each week
  - b. Submit to ACCE by 12 noon on Monday of following week
2. Clinical Timesheet
  - a. Complete daily
  - b. Obtain CI signature
  - c. Submit to ACCE by 12 noon on Monday of following week
3. Clinical Objective Form
  - a. Complete at the start of clinical
  - b. Submit to ACCE at the end of clinical
4. Values Based Behaviors for the PTA Self-Assessment Tool
  - a. Complete at conclusion of clinical
5. In-Service/Presentation
  - a. Prepare presentation on topic mutually agreed upon by student and CI
  - b. Present to CI and other staff as available
6. Clinical Performance Instrument (CPI)
  - a. Complete at midterm and completion of clinical
7. Clinical Experience Survey
  - a. Complete at conclusion of clinical
8. Pharmacology Log
  - a. Complete and submit weekly

### **Assessment of Student Performance:**

In order to complete **PTA 280**, students **MUST**:

1. Obtain rating of Entry Level Performance for the first five Performance Criteria on the CPI (safety, clinical behaviors, accountability, cultural competence, and communication) **without significant concerns checked.**
2. Obtain a rating of Advance Intermediate Performance for the other nine Performance Criteria **without significant concerns checked.**
3. Receive a positive evaluation from the Clinical Instructor, as determined by the ACCE
4. Complete and submit all required documentation including journal entries, clinical timesheets, clinical objective forms, CPI, Clinical Experience Survey, and self-assessments, on time.\*
5. Receive a minimum score of 24/30 on the in-service/presentation.

**\*Failure to submit documentation on time is viewed as unprofessional and can result in failing the clinical.**

**The ACCE is responsible for grading the clinical education courses** as “PASS” or “FAIL” based on the information provided by the clinical instructor on the PTA CPI and in additional documentation, which includes journal entries, clinical timesheets, clinical objective forms, and the Value Based Behaviors for the PTA Self-Assessment tool. Refer to syllabi for submission guidelines. Grades will be assigned only after completed and signed documentation (including time sheets, objective sheets, and weekly logs) has been obtained. *Failure to receive a 76% average will result in a grade of an incomplete, and the student will not be able to progress through the curriculum or be eligible for graduation.*

Prior to determining a grade, the ACCE will investigate any inconsistencies between the clinical instructor’s and the student’s report.

**The ACCE will determine the final grade for the clinical experience**, and the Pass/Fail will follow with the standard grading policy for all courses in the PTA curriculum. The calculation of the CPI grade will be determined using the percentage of criteria met by the student for all 15 criteria. This will then be combined with the additional 50% of the grade related to other assignments. A passing grade “PASS” would be based on the student obtaining at least a 76% (C +) average in the course, and having no “red flag” areas on the CPI.

Assignments: 50%

CPI: 50%

In the event that the student should not pass a clinical experience, he/she may be given **ONE** opportunity to repeat that clinical experience if the student has not already had a probationary action. **Failure of subsequent clinical experiences will result in failure from the program.**

**If the student is dismissed from the clinic secondary to safety or professional behavior concerns, the student may be dismissed from the Johnson College PTA program.**

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### **PTA 290 Clinical Experience III (5<sup>th</sup> semester)**

#### **Overview**

This final clinical experience will take place after **PTA 280** in the fifth semester. The focus of this final clinical experience is to prepare the PTA student to function as an entry-level PTA. During the six weeks, students have the opportunity to participate in direct patient care under the direction and direct supervision of a licensed physical therapist or the physical therapist assistant/physical therapist team assigned by the facility, in accordance with facility and state regulations. Clinical instructors are expected to meet the expectations outlined in the “Johnson College PTA Program Clinical Instructor Guidelines.”

Students have completed all didactic coursework and have completed 360 hours of clinical education experience. As in **PTA 270** and **280**, students should be competent at all basic patient care skills, at following a physical therapist’s plan of care and at progressing patients as appropriate. A full list of skills that students are competent in can be found on the Johnson College website at <https://www.johnson.edu/clinical-information/>.

Students are expected to demonstrate professional conduct with clinical instructors, other professionals, and patients that reflects a commitment to meet the expectations of patients/clients receiving health care services and is consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant. They should communicate verbally, nonverbally, and in writing with Clinical Instructor, staff, and patients in an effective, respectful, and timely manner and act with consideration.



Students are expected to accept developmental comments and guidance from the supervising physical therapist and other professionals and adjust behaviors accordingly, and to participate in and seek out learning and development activities to ensure continued competence.

### **Student Assignments**

Students must completely the following assignments according to the designated timeframe.

1. Journal Entry
  - a. Complete each week
  - b. Submit to ACCE by 12 noon on Monday of following week
2. Clinical Timesheet
  - a. Complete daily
  - b. Obtain CI signature
  - c. Submit to ACCE by 12 noon on Monday of following week
3. Clinical Objective Form
  - a. Complete at the start of clinical
  - b. Submit to ACCE at the end of clinical
4. Values Based Behaviors for the PTA Self-Assessment Tool
  - a. Complete at conclusion of clinical
5. In-Service/Presentation
  - a. Prepare presentation on topic mutually agreed upon by student and CI
  - b. Present to CI and other staff as available
6. Clinical Performance Instrument (CPI)
  - a. Complete at midterm and completion of clinical
7. Clinical Experience Survey
  - a. Complete at conclusion of clinical
8. Pharmacology Log
  - a. Complete and submit weekly

### **Assessment of Student Performance:**

In order to complete **PTA 290**, students **MUST**:

1. Obtain rating of Entry Level Performance for all 14 Performance Criteria on the CPI, **without significant concerns checked.**
2. Receive a positive evaluation from the Clinical Instructor, as determined by the ACCE.
3. Complete and submit all required documentation including journal entries, clinical timesheets, clinical objective forms, CPI, Clinical Experience Survey, and self-assessments, on time.\*
4. Receive a minimum score of 24/30 on the in-service/presentation.

**\*Failure to submit documentation on time is viewed as unprofessional and can result in failing the clinical.**

**The ACCE is responsible for grading the clinical education courses** as “PASS” or “FAIL” based on the information provided by the clinical instructor on the PTA CPI and in additional documentation, which includes journal entries, clinical timesheets, clinical objective forms, and the Value Based Behaviors for the PTA Self-Assessment tool. Refer to syllabi for submission guidelines. Grades will be assigned only after completed and signed documentation (including time sheets, objective sheets, and weekly logs) has been obtained. *Failure to receive a 76% average will result in a grade of an incomplete, and the student will not be able to progress through the curriculum or be eligible for graduation.*

Prior to determining a grade, the ACCE will investigate any inconsistencies between the clinical instructor’s and the student’s report.

**The ACCE will determine the final grade for the clinical experience**, and the Pass/Fail will follow with the standard grading policy for all courses in the PTA curriculum. The calculation of the CPI grade will be determined using the

percentage of criteria met by the student for all 15 criteria. This will then be combined with the additional 50% of the grade related to other assignments. A passing grade “PASS” would be based on the student obtaining at least a 76% (C +) average in the course, and having no “red flag” areas on the CPI.

Assignments: 50%

CPI: 50%

In the event that the student should not pass a clinical experience, he/she may be given **ONE** opportunity to repeat that clinical experience if the student has not already had a probationary action. **Failure of subsequent clinical experiences will result in failure from the program.**

**If the student is dismissed from the clinic secondary to safety or professional behavior concerns, the student may be dismissed from the Johnson College PTA program.**

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### **Student Competency Policy**

Students are evaluated in didactic course work on the basis of written examinations, quizzes, written assignments, presentations, skills competence, and practical examination of skills. In order to ensure competence in skills required of an entry-level PTA, as outlined by Commission on Accreditation of Physical Therapy Education and to promote the success of our students on the National Physical Therapy Examination for Physical Therapist Assistants, students must pass Written Examinations, Skills Checklists and Laboratory Practical Exams for the laboratory portion of each PTA course. In addition, students must demonstrate appropriate professional behavior during class, lab and clinical experiences. Criteria for passing all skills can be found in the PTA Skills Checklist Booklet, which will be made available to all CCCE’s and CI’s. All of these policies can be found in the Johnson College PTA Student handbook online at <http://www.johnson.edu/prospective-students/programs-of-study/health-services/physical-therapist-assistant/#mission>

### **Roles and Responsibilities in Clinical Education**

The key participants in the clinical affiliation are the student, the clinical instructor (CI), the clinical coordinator of clinical education (CCCE), and the academic coordinator of clinical education (ACCE). Each participant has an important role and responsibility to ensure the success of the clinical experiences.

#### **Clinical Instructor (CI)**

The clinical instructor is a physical therapist or physical therapist assistant who is licensed in Pennsylvania who acts as the instructor for the PTA students in the clinic. The CI’s guidelines, responsibilities and rights and privileges include:

Johnson College’s PTA program has implemented the following guidelines for each Clinical Instructor.

- The clinical instructor (CI) is a Licensed PT or PTA with at least one year of clinical experience.
- The clinical instructor demonstrates a desire to participate in the education of students in both technique and behavior.
- The clinical instructor demonstrates clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
- The clinical instructor demonstrates effective communication skills.

- The clinical instructor demonstrates effective behavior, conduct, and skill in interpersonal relationships.
- The clinical instructor demonstrates effective instructional skills.
- The clinical instructor demonstrates effective supervisory skills.
- If a PTA is the CI, PTA must work under the direction and supervision of a PT.
- Johnson College PTA students require direct on site supervision of the clinical instructor. If the clinical instructor is a PTA with indirect supervision, he/she must abide by the supervision guidelines set forth by the designated state board of physical therapy and the American Physical Therapy Association (APTA).
- The clinical instructor, along with the supervising physical therapist, assumes all responsibility for the patient care provided by the student.
- Orienting the student
- Review objectives specific to Johnson College
- Support student in clinical problem solving
- Provide feedback to the student as necessary
- Serve as a role model for the student
- Complete the web-based training for use of the CPI for PTA's
- Assess student's performance using the CPI for PTA 280 and 290
- Assess student's performance using the Johnson College PTA Clinical Evaluation Tool for PTA 270
- Assess student's presentation or in-service in PTA 280 and 290
- Communicate with the ACCE and the CCCE if there are questions or concerns about the student's performance or progress
- Complete the online Clinical Instructor survey at end of Clinical Experience
- Access to all of the Johnson College library holdings, including books, audio and videotapes, and computers.
- Use of classroom and laboratory space for continuing education and professional organization meetings as available.

#### **Assess student's performance using the CPI for PTA 270, 280 and PTA 290**

- Clinical Instructors must complete the APTA training before using the PTA CPI.  
<http://learningcenter.apta.org/student/MyCourse.aspx?id=89b698e5-69e5-4225-8941-f374df7c7449&categoryid=&programid=dcca7f06-4cd9-4530-b9d3-4ef7d2717b5d&returnUrl=Student/Catalogue/Catalogue.aspx>
- **The five red-flag items (numbered 1, 2, 3, 5, and 7) are considered foundational elements in clinical work. If you have ANY concerns about students performance in these criteria, you must check the significant concern box.**

#### **Clinical Coordinator of Clinical Education (CCCE)**

The CCCE is the facility employee who coordinates the student program. The responsibilities of the CCCE are:

- Reviews and ensures compliance with the contractual agreements between the facility and the academic institution
- Works with the ACCE to schedule students
- May orient students
- Ensures CI training and skill development
- Acts as a resource for the student and the CI for problem solving

#### **Academic Coordinator of Clinical education (ACCE)**

The ACCE is the faculty member of Johnson College whose responsibility is to coordinate clinical education sites with facilities. The responsibilities of the ACCE are:

- Maintain current, accurate, and adequate contracts between Johnson College and the clinical facility to meet the needs of the program

- Visit each student on their clinical experience, as long as clinic is within 90 miles from the college.
- Maintain current information on each site so that students can have access to it
- Assign students to facilities
- Provide each site with a current Physical Therapist Assistant Clinical Packet
- Orient student to the purpose and expectations of clinical experiences
- Provide ongoing development activities for clinical education faculty
- Contact the CI and the student at least once during each clinical experience
- Assist the CI and the student in problem solving as needed
- Conduct assessment of the clinical faculty and provide development activities related to the assessment findings.
- Final determination of the student's grade for each clinical education experience.

## **Student**

The student is the primary beneficiary from the relationship between the clinical facility and Johnson College.

The responsibilities of the student prior to the start of Clinical Experiences are:

- Complete all classroom prerequisites in preparation for the clinical affiliation
- **STUDENTS MUST PASS ALL PHYSICAL THERAPIST ASSISTANT COURSES WITH A C+ OR HIGHER IN ORDER TO PARTICIPATE IN PTA 270, 280, OR 290. THIS INCLUDES DEMONSTRATING COMPETENCY ON SKILLS CHECKLISTS, PROFESSIONAL BEHAVIOR ASSESSMENT, AND PRACTICAL EXAMINATIONS.**
- Complete verification of clearances, vaccinations, and other necessary paperwork on Castlebranch.com as instructed by ACCE
- Prepare a letter of introduction to the specific facility and submit to ACCE to be mailed with required paperwork.
- Follow policies and procedures specific to Johnson College and the specific facility

The responsibilities of the student during the Clinical Experiences are:

- Seek out answers to clinical questions independently and timely
- Provide feedback to CI regarding supervision and learning experiences
- Complete valued based self-assessment
- Demonstrate sensitivity to the CI's other responsibilities within the facility
- Complete required documentation including objectives form, weekly journal logs, time sheets, CPI, and evaluation and self-assessment in a timely manner
- Present an in-service for PTA 280 and 290. Refer to the In-Service Evaluation Form in this handbook.
- Students are NOT allowed to carry cell phones with them during clinical time.
- Students should arrive at the site 15 minutes prior to the actual start time as given by their clinical instructor, and are expected to adhere to an appropriate dress code, as outlined in the handbook or by the facility.
- Students are expected to follow the full time schedule of their clinical instructor. Leaving early for work or child care is **not permitted**.

### **Grooming/Dress Code**

As students representing Johnson College in the community at the clinical placement sites, students are expected to adhere to the Johnson College Community code of Ethics. Students are expected to present themselves in a professional manner and follow these general guidelines:

- Student must wear student Physical Therapist Assistant name tag so it is visible at all times.
- A watch with a second hand is required.
- Lab jackets or scrubs may be required by specific clinical sites.

- Pants and a collared shirt (button-down or polo style without large logos or graphic prints) are to be worn.
- No “T-shirts”, sweatshirts, tank tops, sleeveless tops, low cut shirts or midriff shirts are allowed.
- Clothing should be modest and provide “full coverage.” AT NO TIME SHOULD BARE MIDRIFF, CLEAVAGE, GLUTEAL, OR NATAL CLEFT BE VISIBLE.
- Leggings, stretch pants, yoga pants, capris, shorts, or sweatpants are NOT ALLOWED.
- Shoes must have a closed toe and back with a heel no higher than 1.5”. Socks must be worn at all times, and athletic shoes (clean and tied) are not allowed unless recommended by facility.
- Earrings will be confined to the ear lobe. No dangling earrings will be worn. No more than two earrings per ear may be worn and no other visible body piercing is allowed. This includes body piercings, visible through clothing. Examples of body piercing include, but are not limited to, the eyelid, lip, nose, and tongue.
- Hair longer than shoulder length should be neatly tied back.
- Avoid using overbearing fragrances.
- Personal hygiene should be attended to prior to arriving at the site.
- Nails should be short and well-manicured. No artificial nails, extensions, etc.
- Tattoos must be covered.

If the site has a dress code that is more restrictive than the PTA Programs Policy, the student is expected to abide by the clinical site’s dress code.

### **Professional Behavior**

In order to ensure that students (and graduates) of the Johnson College Physical Therapist Assistant program conduct themselves in an appropriate manner in the classroom and the clinic, professional behaviors will be assessed each semester during the program using the *Johnson College PTA Professional Behavior Skills Assessment*. Guidance will be provided to students on ways to improve and maintain conduct that is in accordance with the Johnson College Code of Ethics and the APTA Standards of Ethical Conduct for the Physical Therapist Assistant.

- The PTA Professional Behavior Assessment assesses the following behaviors:
  - Demonstrates respect/consideration of faculty/peers
  - Arrives to class/lab on time and is prepared
  - Accepts and gives constructive criticism
  - Demonstrates professional body language
  - Adheres to PTA dress code in lecture, laboratory, and in clinical situations
  - Maintains Personal Hygiene
  - Manages time well
  - Actively participates in group discussion and projects
- When behavior is perceived as inappropriate, the student will be given feedback by the faculty and/or clinical instructor, and the student will be required to complete a *Professional Behavior Skills Action Plan* and remediate behavior
- Unsuccessful remediation of the behavior(s) will prevent the student from participating in clinical education experiences and may result in dismissal from the program.

### **Drug/Alcohol Consumption**

The clinical sites reserve the right to refuse admission to any Physical therapist Assistant Student who is involved in any activity not considered professional or conducive to proper patient care.

If, in the clinical judgment of the coordinator, instructor, and/or supervisor, evidence exists related to the intake of mind altering substances, the coordinator, instructor, and/or supervisor may remove the student from the clinical area and may request that the student submit to a screening for drugs and/or alcohol at the student’s expense.

Students are required to sign the Student Drug Testing Acknowledgment Form prior to the start of the first clinical education experience.

***Any student that is terminated from their clinical site by the hospital/clinic officials due to alcohol or drug use will be immediately dismissed from the program.***

### **Attendance**

Attendance at clinical education experiences is imperative. However, circumstances may present themselves where a student may need to miss a day for an **emergency or illness**. For PTA 270, students will be allowed one *EXCUSED* absence. For PTA 280 and PTA 290, students will be allowed two *Excused* absences.

An absence is considered *EXCUSED* if: 1) the student notifies the clinical instructor and the ACCE by phone, email, or text prior to the start of the day or in the event that the situation prevents immediate notification, communication is made as soon as possible; and 2) the student completes the **Clinical Absence Form** and submits it to the ACCE within 24 hours of the absence. It is at the discretion of the Clinical Instructor to decide whether the student needs to make up the missed day.

An absence is considered *UNEXCUSED* if 1) no communication is made with the CI and the ACCE; 2) the **Clinical Absence Form** is not submitted; and/or 3) absence request is inappropriate.

In the event that illness results in absence more than the allowed days, a doctor's excuse is required to be submitted to the ACCE within 24 hours. If a student's excused absences exceed the allowed number, accommodations **may** be made to make up missed time based on the decision of the ACCE and the Clinical Instructor (CI).

If a student is injured during their clinical day, a **Clinical Incident Report** must be completed and submitted to the ACCE within 24 hours of the incident, no matter how trivial the injury may seem. Incident reporting forms can be found in this packet or online at <http://www.johnson.edu/clinical-information/>

### **Clinical Performance Evaluation**

Student's performance in the clinic is evaluated by the clinical instructor using the APTA Clinical Performance Instrument (CPI) for PTA 270, 280 & PTA 290. For PTA 270, students will be evaluated at the end of 15 weeks. For PTA 280 and PTA 290, students will be evaluated at the end of week 3 or 4 and at the end of week 6 or 8. Refer to the course syllabi for the specific grading criteria. Students will also self-evaluate using the APTA Values Based Behaviors for the PTA tool.

In the event that a Clinical Instructor indicates areas of "Significant Concerns" on the CPI, a conference with the student, the CI, and the ACCE will be scheduled to discuss implementing a Learning Contract, which can be found in the Forms Sections of this packet.

If the student does not successfully meet the outcome(s) of the Learning Contract within the established timeframe, the student will not pass that particular clinical experience. The PTA Program Director and the ACCE will meet with the student to determine if the student will be allowed to repeat the clinical experience at a later date. In order to successfully complete the PTA Program, students cannot repeat more than one clinical experience. **Failure of subsequent clinical experiences will result in failure from the program.**

**Physical Therapist Assistant  
Associate in Science (AS) Semester Program Outline**

<b>Semester 1</b>		<b>Credits</b>
BIO 107	Human Anatomy & Physiology I	3
BIO 108	Human Anatomy & Physiology I Lab	1
CPT 101	Microcomputer I	3
MTR 100	Medical Terminology	1
SS 101	Student Success Seminar	1
ENG 101	English Composition I	3
PSY 101	General Psychology	3
		<b>15</b>
<b>Semester 2</b>		
BIO 109	Human Anatomy & Physiology II	3
BIO 110	Human Anatomy & Physiology II Lab	1
MAT 121	Introduction to Statistics	3
ENG 212	Public Speaking	3
	Art Elective	3
		<b>13</b>
<b>Semester 3</b>		
PTA 103	Intro. To Physical Therapy for the Physical Therapist Assistant	2
PTA 151	Patient Care	2
PTA 152	Patient Care Lab	1
PTA 153	Physical Therapy Procedures	2
PTA 154	Physical Therapy Procedures Lab	1
PTA 155	Principles of Therapeutic Exercise	1
PTA 156	Principles of Therapeutic Exercise Lab	1
PTA 221	Pathophysiology	2
PTA 223	Applied Kinesiology	3
PTA 224	Applied Kinesiology Lab	1
		<b>16</b>
<b>Semester 4</b>		
PTA 255	Interventions in Musculoskeletal	3
PTA 256	Interventions in Musculoskeletal Lab	1
PTA 257	Interventions in Neurology	3
PTA 258	Interventions in Neurology Lab	1
PTA 259	Topics in Rehabilitation	3
PTA 260	Topics in Rehabilitation Lab	1
PTA 270	Clinical Experience I (1day/15wks)	2
		<b>14</b>
<b>Semester 5</b>		
PTA 280	Clinical Experience II (40hrs/6wks)	5
PTA 290	Clinical Experience III (40hrs/8wks)	6
PTA 295	Professional Seminar	1
		<b>12</b>
<b>Program Totals</b>		<b>70</b>
<b>Minimum Credits to Graduate</b>		<b>70</b>

# **Clinical Education Forms**





**Student Clinical Objectives**

Name: \_\_\_\_\_ Clinical Course #: \_\_\_\_\_

Objectives	Date Written	Dates Reviewed	CI Initials	Action Taken	Date Met

Comments:





**Johnson College**  
**Physical Therapist Assistant Program**  
**PTA 280 & 290 Clinical Timesheet**

NAME: \_\_\_\_\_ COURSE # \_\_\_\_\_

WEEK: \_\_\_\_\_ THROUGH \_\_\_\_\_

	Time In	Lunch Time Out	Lunch Time In	Time Out	Total Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Week total \_\_\_\_\_

**Please check box if student or CI requests contact with ACCE.**

I agree that the information above is accurate.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor signature

\_\_\_\_\_  
Date



**Johnson College**  
**Physical Therapist Assistant Program**  
**Clinical Journal Entry**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Clinical Course #/Facility: \_\_\_\_\_ Week #: \_\_\_\_\_  
CI's Name: \_\_\_\_\_

Diagnoses Seen:
New Skills Learned:
Highlights Of The Week:
Low Points Of The Week:
Discussions With CI:
Progress Or Actions Taken Toward Meeting Clinical Objectives:



**Johnson College**  
**Physical Therapist Assistant Program**  
**Clinical Absence Request/Report**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor \_\_\_\_\_

Clinical Site \_\_\_\_\_

Dates Absent from Clinical \_\_\_\_\_

Reason for Absence \_\_\_\_\_

Plans for Making up Missed Work

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Coordinator of Clinical Education

\_\_\_\_\_  
Date

This form should be submitted to clinical instructor and ACCE 48 hours prior to the anticipated absence, if possible. If absence is unforeseen, then form must be submitted to clinical instructor and ACCE on the day you return to the clinic.



**Johnson College  
Physical Therapist Assistant Program  
Clinical Incident Documentation Form**

Student Name: \_\_\_\_\_

Date and Time of Incident: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Taken (If any): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date



**Johnson College**  
**Physical Therapist Assistant Program**  
**Student Conference Form**

Student Name: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Reason for Conference (Description of specific incident/behavior):

Remediation plan (if needed refer to Learning/Professional Behavior Contract Grid):

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
ACCE

\_\_\_\_\_  
Date



**Johnson College**

**Physical Therapist Assistant Program**

**Learning/Professional Behavior Contract Grid**

Student: \_\_\_\_\_

Facility: \_\_\_\_\_

Areas of need/strengths:

Expected outcomes:

Student plans for achieving outcomes:

Clinic plans for assisting student:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
ACCE

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor

\_\_\_\_\_  
Date





**Johnson College**  
**Physical Therapist Assistant Program**  
**Re-Assessment of Student Performance**

Student Comments:

Clinical Instructor Comments:

Outcomes met? Y or N

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Clinical Instructor

\_\_\_\_\_

Date

\_\_\_\_\_

ACCE

\_\_\_\_\_

Date

## Johnson College PTA Program Clinical Skills Tracking

Student: \_\_\_\_\_

Clinical I: \_\_\_\_\_

(Name of Facility)

Clinical II: \_\_\_\_\_

(Name of Facility)

Clinical III: \_\_\_\_\_

(Name of Facility)

Diagnosis Treated	Clinical		
	I	II	III
<b>ADULT</b>			
<b>Orthopedic</b>			
Neck Injuries/Surgeries			
Back Injuries/Surgeries			
Hip Fractures/Injuries			
Total Hip Replacement			
Knee Injuries			
Total Knee Replacement			
Shoulder Injuries/Surgeries			
Ankle Injuries/Surgeries			
Amputations			
<b>Neurologic</b>			
Stroke Rehabilitation			
Cognitive Disorders			
Head Trauma/TBI			
Neuromuscular Diseases			
<b>Adult</b>			
Above Knee Prosthetics			
Below Knee Prosthetics			
Ankle/Foot Orthosis			
Slings			
Splints-Wrist/Hand			
<b>Procedures/Treatments</b>			
CPM Machine			
Whirlpool/Hydrotherapy			
Aquatic Therapy			
Electrical Stimulation			
Ultrasound			
Cryotherapy/ Thermootherapy			
AROM/AAROM/PROM			
Massage			
Diathermy			
Myofacial Release/Soft Tissue			
Cervical Traction			
Lumbar Traction			
Gait Training and Stairs			
Transfers			
Isokinetic Exercise			
Taping			

Mark Completed Skills	Clinical		
	I	II	III
<b>ADULT</b>			
<b>Other</b>			
Chest PT			
Cardiac Rehab			
ICU Procedures			
Wound Care			
Work Hardening-Work Site Evaluation			
Muscle Energy Techniques			
Isolation Procedures			
<b>Assessments</b>			
Sensation Testing			
MMT			
Goniometry			
Pain scales			
Balance Testing			
Other:			
<b>PEDIATRIC</b>	<b>I</b>	<b>II</b>	<b>III</b>
Orthopedic dx			
Neurological dx			
<b>Procedures/Treatment Techniques</b>			
Adaptive Equipment Training			
Postural Balance Training			
Mobility Training			
Other:			
<b>AGE</b>	<b>1</b>	<b>2</b>	<b>3</b>
Infant-Toddler (0 - 3 years)			
Preschooler (3 - 5 years)			
School Age (5 - 12 years)			
Adolescents (12 - 18 years)			
Young Adults (18 - 39 years)			
Middle Adults (39 - 64 years)			
Older Adults (64+ years)			
<b>Interprofessional Opportunities</b>	<b>1</b>	<b>2</b>	<b>3</b>
Occupational Therapy			
Nursing			
Speech Therapy			
Social Work			
Doctor/ Physician Assistant			
Care Plan Meetings/Staffing			

**First Clinical:**

---

Facility Name

---

Clinical Instructor's Signature

Date

---

Clinical Instructor's name and Title (PLEASE PRINT)

---

Student's Signature

Date

**Second Clinical:**

---

Facility Name

---

Clinical Instructor's Signature

Date

---

Clinical Instructor's name and Title (PLEASE PRINT)

---

Student's Signature

Date

**Third Clinical:**

---

Facility Name

---

Clinical Instructor's Signature

Date

---

Clinical Instructor's name and Title (PLEASE PRINT)

---

Student's Signature

Date



**Johnson College**  
**Physical Therapist Assistant Program**  
**In-Service Evaluation Form for PTA 280 & 290**

Student's Name: \_\_\_\_\_ Date \_\_\_\_\_

Facility Name: \_\_\_\_\_

Presentation Topic: \_\_\_\_\_

Evaluation Criteria	Score (Circle)				
	Disagree				Agree
The topic was relevant.	1	2	3	4	5
Effective audio/visual aids were used.	1	2	3	4	5
The in-service met time requirements. (CI to determine)	1	2	3	4	5
The student was prepared and organized to present the topic.	1	2	3	4	5
The student was knowledgeable about the topic.	1	2	3	4	5
The student was able to effectively answer questions.	1	2	3	4	5

Score:        /30

Comments:

Clinical Instructor: \_\_\_\_\_



**Johnson College**  
**Physical Therapist Assistant Program**  
**Patient Survey**

Please answer the following questions about the student physical therapist assistant who has worked with you. **Circle** the **number** that applies most closely to how you feel about the student. This survey is confidential. Return survey to student or Clinical Instructor (supervising therapist or assistant) when completed.

1. The student was polite, courteous and compassionate.

<b>Agree</b>					<b>Disagree</b>
5	4	3	2	1	

2. The student appeared to be competent at what he/she was doing.

<b>Agree</b>					<b>Disagree</b>
5	4	3	2	1	

3. The student was attentive to your needs.

<b>Agree</b>					<b>Disagree</b>
5	4	3	2	1	

4. The student explained the treatment you received.

<b>Agree</b>					<b>Disagree</b>
5	4	3	2	1	

5. Overall, were you satisfied with the care you received from this student?

<b>Agree</b>					<b>Disagree</b>
5	4	3	2	1	



## CLINICAL EDUCATION SITE ORIENTATION FORM

The following checklist is presented to assure that key points are discussed between the clinical instructor and students from the Physical Therapist Assistant Program at Johnson College at the beginning of a clinical experience.

I. The Clinical Site	
	Introduce student to department personnel
	Review start time, lunch break, & expected completion time for the clinical day
	Discuss proper attire expected for the clinical facility
	Tour the facility, indicate a secure place where personal belongings may be stored
	Review facility parking regulations
	Review relevant Department or Clinical Instructor telephone numbers
II. Policies and Procedures	
	Review fire safety procedures for the facility, including location of fire extinguishers & the evacuation plan
	Discuss facility procedures for cardiopulmonary resuscitation
	Discuss the disaster plan for the facility, if applicable
	Review facility specific announcements for fire, cardiopulmonary arrest, disaster, etc.
	Review the incident report process in the event of a patient, staff, or student injury
	Review a medical chart & physical therapy documentation w/ respect to organization, format, required elements, etc.
	Review any other department/facility specific procedures
III. The Clinical Experience	
	Review the student objectives for the experience
	Discuss clinical instructor & student expectations of each other
	Discuss the learning styles of the student & the teaching styles of the clinical instructor
	Discuss how feedback will be given (as needed, daily, or weekly?)
	Review the PTA clinical performance instrument (PTA CPI)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor Signature

\_\_\_\_\_  
Date

**Johnson College**  
**Physical Therapist Assistant Program**  
**STUDENT SURVEY OF CLINICAL EXPERIENCE**

**\*ACCE will send the student a link to complete this survey online\***

1. Name of facility where your Clinical Experience was completed

2. Name of Clinical Instructor

3. Was the learning environment helpful and supportive for your role as a PTA student?

Yes     No    Comment: \_\_\_\_\_

4. Did the staff display effective roll modeling and teamwork?

Yes     No    Comment: \_\_\_\_\_

5. Did the staff and Clinical Instructor abide by ethical and legal standards....(HIPPA, APTA code of ethics, informed consent)?

Yes     No    Comment: \_\_\_\_\_

6. Did your Clinical Instructor review your written objectives with you weekly?

Yes     No    Comment: \_\_\_\_\_

7. Did your Clinical Instructor provide clear communication and constructive feedback?

Yes     No    Comment: \_\_\_\_\_

8. Did your Clinical Instructor provide clear direction and supervision through the work day?

Yes     No    Comment: \_\_\_\_\_

9. Do you feel like this clinical experience was an adequate length of time to achieve your written objectives?

\_\_\_\_\_ Yes      \_\_\_\_\_ No      Comment: \_\_\_\_\_

10. Did you feel prepared for this clinical experience?

\_\_\_\_\_ Yes      \_\_\_\_\_ No      Comment: \_\_\_\_\_



**Johnson College**  
**Physical Therapist Assistant Program**  
**CLINICAL INSTRUCTOR SURVEY**

**\*ACCE will send the Clinical Instructor a link to complete this survey online\***

1. Clinical Instructor's Name

2. Student's Name

3. Based on the student's current level of education, do you feel like this clinical experience was an adequate length of time to achieve the expected goals and objectives?

Yes     No    Comment: \_\_\_\_\_

4. Based on the student's current level of education, do you feel like the student was prepared for this clinical experience?

Yes     No    Comment: \_\_\_\_\_

5. As a clinical instructor, do you feel like the learning environment was conducive for you to serve as a role model?

Yes     No    Comment: \_\_\_\_\_

6. Were you able to review the student's written objectives weekly?

Yes     No    Comment: \_\_\_\_\_

7. Did you have the opportunity to instruct the student in an unfamiliar or new technique?

Yes     No    Comment: \_\_\_\_\_



Johnson College  
Physical Therapist Assistant Program  
Clinical Instructor Guidelines

Johnson College's PTA program requires that Clinical Instructors meet the following expectations:

- The clinical instructor (CI) is a Licensed PT or PTA with at least one year of clinical experience.
- The clinical instructor demonstrates a desire to participate in the education of students in both technique and behavior.
- The clinical instructor demonstrates clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
- The clinical instructor demonstrates effective communication skills.
- The clinical instructor demonstrates effective behavior, conduct, and skill in interpersonal relationships.
- The clinical instructor demonstrates effective instructional skills.
- The clinical instructor demonstrates effective supervisory skills.
- If a PTA is the CI, PTA must work under the direction and supervision of a PT.
- Johnson College PTA students require direct on site supervision of the clinical instructor. If the clinical instructor is a PTA with indirect supervision, he/she must abide by the supervision guidelines set forth by the designated state board of physical therapy and the American Physical Therapy Association (APTA).
- The clinical instructor, along with the supervising physical therapist, assumes all responsibility for the patient care provided by the student.

By signing this form, I acknowledge that I have read and understand the information and guidelines specified to be a clinical instructor.

\_\_\_\_\_  
Clinical Instructor Name

\_\_\_\_\_  
Clinical Instructor Signature

\_\_\_\_\_  
Date



Johnson College  
Physical Therapist Assistant Program  
**PTA Clinical Packet Signature Sheet**

By signing this form, I acknowledge that I have read and understand the information, roles, responsibilities, policies, and procedures specified in the Johnson College Physical Therapist Assistant Clinical Packet. If I should have any questions about the information in this packet, I will notify the ACCE for clarification.

Check below:

PTA Student

Clinical Instructor

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



### COVID Acknowledgement Form

Clinical facilities and experiences are an integral part to the success of the program and the students. Please be aware that clinical sites reserve the right to refuse any student who does not have all required vaccinations regardless of any signed declination. Although we realize the decision to receive the vaccine is a conscious choice of the individual, the APTA/ Johnson College PTA Department believes that being vaccinated is a professional obligation. This assures that everyone associated with the student is protected, including the patients for whom they provide care.

Students must understand:

- Choosing to abstain from receiving the vaccine could potentially be limiting their clinical experience and future employment opportunities.
- The PTA program will make every effort to assure clinical placement is equitable and fair. This may be accomplished by attempting to seek sites available for the specific clinical experience (that are not being utilized by other students) to attempt to place the student permitting the unvaccinated student to participate in clinical education , although the choice ultimately lies with the student.

If the program is unable to find a clinical site that will accommodate the student for the specific clinical experience, or no additional sites are available to meet the student’s programmatic requirements for the specific clinical experience, the student could potentially be delayed from completing the program and graduating. **The student must complete their clinical obligation in order to complete the program and graduate.**

---

(print name)

---

(sign name)

---

(date)