

Lackawanna College
Physical Therapist Assistant
Program

Clinical Education Handbook
2025-2026

Index

| | |
|--|---------|
| 1. Acknowledgement | page 3 |
| 2. Clinical Commitment to Excellence | page 4 |
| 3. About Lackawanna College | page 5 |
| 4. LC Accreditation, Mission Statement and Goals | page 5 |
| 5. Division of Health Sciences | page 5 |
| 6. Students with Disabilities | page 5 |
| 7. Program Accreditation Statement | page 6 |
| 8. PTA Program Mission Statement, Goals, Outcomes | page 6 |
| 9. Student Rights | page 7 |
| 10. Student Records | page 9 |
| 11. Grievance Policies | page 10 |
| 12. Program Objectives | page 11 |
| 13. General Information/Criteria for Serving as CI | page 11 |
| 14. PTA Faculty | page 14 |
| 15. PTA Curricular Plan | page 15 |
| 16. PTA Course Descriptions | page 16 |
| 17. PTA Student Responsibilities & Guidelines | page 16 |
| 18. Grade Requirements for Program Progression | page 18 |
| 19. Critical Skill Proficiency Information | page 19 |
| 20. Student Financial Information for Clinical Education | page 20 |
| 21. Professional Attire for Clinical Education | page 21 |
| 22. Clinical Supervision | page 21 |
| 23. Professionalism and Clinical Conduct | page 21 |
| 24. Clinical Training Policies | page 25 |
| 25. Performance Standards | page 26 |
| 26. Clinical Rotation Policies | page 27 |
| 27. Clinical Agreements and Assignments | page 28 |
| 28. Assignment of Final Student Grade for Clinical Experiences | page 33 |
| 29. Clinical Education Faculty Development Policy | page 33 |
| 30. Appendices | page 35 |

ACKNOWLEDGEMENT

Represented by my signature below, I acknowledge that I have received the 2025-2026 Lackawanna College PTA Clinical Education Handbook. I also acknowledge that I have access to and have reviewed the current Lackawanna College Student Handbook.

My signature also represents an understanding of the policies and procedures of these documents and their contents.

X _____
Signature

X _____
Printed name

X _____
Date

X _____
Witness

Lackawanna College
Physical Therapy Assistant Education Program
Clinical Commitment to Excellence

The Physical Therapist Assistant Program at Lackawanna College is committed to developing and producing quality physical therapist assistants. A key component of this process is that which is presented during classroom coursework. To ensure that didactic knowledge and skill application make the transition from the classroom to the clinical situation, each PTA student is expected to embrace their own role in the clinical education component of the clinical experience.

The Lackawanna College's Physical Therapist Assistant Program strives to make each clinical education experience a positive and productive one. In order to accomplish this, the following must consistently occur between the PTA Program, the PTA student, and the clinical educator:

1. Roles, limitations and expectations must be clearly outlined and understood.
2. Orientation to policies, procedures and protocols for clinical facilities must be provided at the onset of any clinical experience.
3. Academic coursework and clinical proficiencies completed must be reviewed. These shall be outlined and provided by the ACCE.
4. Clinical expectations must be clearly defined. Course descriptions as provided within this handbook may supplement this understanding.
5. A student's knowledge level and skill set must be considered in relation to the clinical experience.
6. Cooperation and communication should be maintained with the Program Director and Academic Coordinator of Clinical Education.
7. Regular and ongoing feedback shall be provided in a positive and constructive manner. Acceptable means to do so include email, telephone and avenues as provided within the CIET.
8. Communication regarding conflicts or challenges shall be managed as outlined within this Clinical Education Handbook.
9. Documentation, including evaluations, forms or other items as needed must be completed in a timely manner, as outlined at the onset of each clinical experience.
10. Information shall be delivered in an accurate and factual manner as related to clinical performance, knowledge and professionalism.
11. Mutual respect shall be demonstrated on both a personal and professional basis.
12. Compliance must be maintained with the Direct Supervision requirement in accordance with the PA Practice Act and the clinical education component of the Lackawanna College Physical Therapist Assistant Program PTA *Student Handbook*.

I have reviewed Lackawanna College's PTA Program Clinical Commitment to Excellence. I understand my role as a clinical educator/student. I agree to abide by the aforementioned items and strive to achieve excellence with each clinical experience.

Clinical Educator/PTA Student

Date

****This form will be completed in Exxat at the start of each clinical**

About Lackawanna College

Lackawanna College is a private, accredited college serving the people of Northeastern Pennsylvania. Our main campus is located in downtown Scranton, and our footprint includes satellite centers in [Covington Twp.](#), [Hawley](#), [Hazleton](#), [Sunbury](#), [Towanda](#) and [Tunkhannock](#).

Our curriculum provides students with a direct path to a bachelor's degree, associate degree, or one of many different professional certifications. Additionally, our [Continuing Education department](#) helps put the people of Northeastern Pennsylvania back to work with modern career skills.

Lackawanna is also one of the [most cost-efficient](#) regional higher education institutions.

From our roots as the Scranton Business College in 1894 to our online degree options, Lackawanna College has always responded to our students' needs as they work towards a life-changing degree.

Lackawanna College Accreditation

Lackawanna College is approved by the Pennsylvania State Department of Education to grant bachelor's degrees, associate degrees, and professional certificates and is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, which is designated as a National Accrediting Agency by the U.S. Office of Education.

Lackawanna College Mission and Goals

Mission: Lackawanna College's mission is to provide a quality education to all persons who seek to improve their lives and better the communities in which they live.

Vision: The College's vision is to be the nationally recognized, premier open-enrollment college of choice.

Division of Health Sciences within Lackawanna College

Aligned with the [mission of Lackawanna College](#), the mission of the [Division of Health Sciences](#) is to facilitate integrative healthcare to better serve the community through high ethical standards and excellent, affordable education.

If questions arise pertaining to the [Division of Health Sciences within Lackawanna College](#), please feel free to contact Associate Vice President of Academic Affairs/Dean of Health Sciences , Kelly A. Musti, PT, DPT (mustik@lackawanna.edu).

Disability Statement

Lackawanna College is an Affirmative Action, Equal Employment Opportunity institution. Students with disabilities and other needs should feel free to contact the instructor privately if there are services and adaptations which can be made to accommodate specific needs. Students who are having difficulties with class material are **strongly** advised to seek assistance in the Writing Center and/or Math Center. If you feel that you have a disability that has not been formally documented, you may contact Mrs. Christine Kiehart (kiehartc@lackawanna.edu) in the Disability Services office in 110E Angeli Hall to discuss your options. **Please note that disability services do not include exemption from participation requirements in courses considered part of the School of Distance Education, including online and hybrid courses.**

**Please Note: The granting of accommodations by Lackawanna College in no way guarantees that accommodations will be granted by outside entities (rotation sites, testing boards, etc.) and it will be the responsibility of the student to request and discuss the possibility of these accommodations with their Program Director and Clinical Coordinator or Fieldwork Coordinator.*

PTA Program Accreditation Status

The Physical Therapist Assistant program at Lackawanna College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 570-504-1497 or email murraym@lackawanna.edu.

Lackawanna College PTA Program Mission Statement

The mission of the Physical Therapist Assistant Program at Lackawanna College is to facilitate the preparation of individuals as entry level, Associate in Science-degree earning physical therapist assistants. These individuals will be compassionate and caring lifelong learners who will provide evidence based ethical treatment to assist the physical therapist in the rehabilitation of all individuals in their care. The program will strive to provide students with an educational setting allowing for academic excellence, the development of hands-on skills, and growth into well-rounded clinicians who give back to the community.

Lackawanna PTA Program Goals with Supporting Expected Outcomes

Program Goals:

1. The program will accept a group of highly qualified students for each cohort utilizing a holistic admissions process.
2. The program will provide resources, support, and opportunities for educational, professional and personal growth to enhance the practice of physical therapy.
 - a. Outcomes- Program
 - i. 100% of assessments related to program resources report resources as adequate (average 3/5 or greater on Likert scale)
 - ii. 100% of students will participate in IPE during the didactic and clinical portions of the program
 - iii. 100% of current clinical contracted sites will receive a newsletter at least twice a year outlining programmatic updates, relevant research topics, and APTA news.
 - iv. The program will admit 18 highly qualified students each fall and will have a retention rate of 75% or higher for each academic semester per cohort.

Student/Graduate Goals:

1. Students and graduates will demonstrate behaviors, knowledge application, and critical thinking skills at the expected levels during the didactic and clinical portions of the curriculum.
2. Graduates will be successful in obtaining employment as licensed/certified PTAs who are prepared to assist the physical therapist in the rehabilitation of all individuals in their care.

3. Students and graduates will provide evidence-based treatment to all patients utilizing ethical principles of care.
 - a. Outcomes- Student
 - i. 100% of students will receive an average of $\geq 77\%$ on all professionalism rubrics each semester.
 - ii. 100% of course objectives will be met/achieved within the didactic curriculum at $\geq 77\%$ as evidenced by the SLOs/objective assessment tracking form.
 - iii. Students will score at or above the designated benchmark on all areas of the clinical grading tool (or associated success plan) at the conclusion of each clinical experience.
 - iv. Students will receive an average of 3/5 or greater on a Likert scale for all surveys/assessments related to professional behaviors
 - v. $>90\%$ of program graduates who successfully pass the NPTE and are actively pursuing employment will obtain part-time or full-time employment in the physical therapy field within six months of graduation.
 - vi. 100% of students will achieve the required GPA and individual course grades for all courses in the PTA curriculum

Faculty Goal:

1. The core faculty will maintain contemporary expertise to best model lifelong learning.
 - a. Outcome- Faculty
 - i. 100% of the core faculty will maintain contemporary expertise with clinical practice or by attending/ c o m p l e t i n g continuing education courses.

Student Rights

Disability Statement

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**Please Note: The granting of accommodations by Lackawanna College in no way guarantees that accommodations will be granted by outside entities (rotation sites, testing boards, etc.) and it will be the responsibility of the student to request and discuss the possibility of these accommodations with their Program Director and Clinical Coordinator or Fieldwork Coordinator.*

Policy on Nondiscrimination

Lackawanna College is committed to providing a welcoming environment for all members of our community and to ensuring that all educational and employment decisions are based on individuals' abilities and qualifications. Lackawanna College does not discriminate in its educational programs, employment, admissions or any activities on the basis of race, color, religion or creed, national or ethnic origin, age, disability, pregnancy, sex/gender, gender identity and/or expression, sexual orientation, marital or family status, military or veteran status, genetic information, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

Consistent with this principle, Lackawanna College will comply with state and federal laws such as the Pennsylvania Human Relations Act or other applicable state law, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Ethnic Intimidation Act of 1982 (P.L. 537-154) and other laws that prohibit discrimination.

As a recipient of federal financial assistance for education activities, Lackawanna College complies with Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of the categories stated above, including in admissions and employment. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and this Policy.

This policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the College community whose acts deny, deprive, or limit the educational or employment access, benefits and/or opportunities of any member of the College community, guest or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the College's policy on nondiscrimination.

When brought to the attention of the College, any such discrimination will be promptly and fairly addressed and remedied by the College according to the appropriate grievance process described below.

Title IX

Sex Discrimination Reporting, Support, and Response

Lackawanna College is committed to creating a learning environment free from sex discrimination including, but not limited to, sex-based harassment; domestic and dating violence; sexual assault; stalking; and discrimination or harassment on the basis of pregnancy or a related condition, sexual orientation, or gender identity, in accordance with Title IX of the Education Amendments of 1972.

Lackawanna College designates all faculty, staff and administrators as Mandated Reporters, unless specifically identified otherwise by policy. Under Lackawanna College's Title IX policy, all Mandatory Reporters must report all disclosures of sex discrimination, including those made in relation to an assignment and/or educational prompt, to the Title IX Coordinator for Lackawanna College. The Title IX Coordinator will reach out to the individual(s) reported to have experienced the discriminatory conduct to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private.

If you have (or someone you know has) experienced any form of sex discrimination and wish to speak with someone confidentially, please contact: [Title IX Resources \(Confidential Resources\)](#)

URL: https://www.lackawanna.edu/wp-content/uploads/2024/08/TIXresourceList_2425.pdf

For more information regarding Lackawanna College's Title IX procedures, reporting, or support measures, please visit [Title IX Webpage](#)

URL: <https://www.lackawanna.edu/offices-and-departments/campus-life/title-ix/>

Pregnancy and Related Conditions

Lackawanna College does not discriminate on the basis of pregnancy or related conditions in its education program or activities. Students who are pregnant or who are experiencing related conditions are encouraged to contact Lackawanna College Title IX Coordinator to learn about their rights and resources available to support their academic success or to report discriminatory or harassing conduct on the basis of their pregnancy or related condition.

Names and campus offices of these contacts can be found at: [Title IX Contacts](#)

URL: <https://www.lackawanna.edu/offices-and-departments/campus-life/title-ix/>

Reports and inquiries can be directed to: TitleIX@Lackawanna.edu or reported anonymously using the Guardian/Rave app at: [Guardian/Rave app](#)

URL: <https://www.ravemobilesafety.com/rave-guardian-app/>

Lackawanna College Title IX Coordinator:

Kelly Schneider, Esq.

237 Healey Hall

Schneiderk@Lackawanna.edu

(570) 961-7890

Affirmative Action

Equal Opportunity and Affirmative Action inquiries should be made to affirmativeaction@lackawanna.edu.

Student Records

The College will not disclose any identifiable information from the student educational records without written consent from the student. Some exceptions include the issuances of a subpoena, Veterans Administration, school officials and professional employees within the college that have a legitimate educational interest, outside agencies acting on behalf of the institution, and in an emergency situation to act on behalf of the student's health and safety.

Parental Access to Children's Educational Records

At the post-secondary level, parents have no inherent right to inspect a student's educational records without written consent from the student. The right to inspect is limited solely to the student.

- Written consent of the student
- Compliance with a subpoena
- Submission of evidence that the parents declared the student as a dependent on their most recent federal income tax form.

The College is not required to disclose information from the student's educational records to any parent of a dependent student.

Grievance Policies

Student Grievance Procedure: please refer to the *LC Student Handbook*

Complaints from within the PTA Program or Complaints Relating to the PTA Program from Outside the College

At any given time there is the possibility that a complaint in relation to the PTA program, one or more PTA program faculty, or one or more PTA program students could be received. Any written or signed complaint about any physical therapist assistant student, a graduate of the program, the program faculty, or a complaint about the program itself will be handled in the following manner:

Any such complaint received in relation to any aspect of the LC PTA program may either come in the form of a phone call and/or written complaint. However, for a complaint to proceed based the following policy, the individual or individuals that make the complaint must identify themselves and provide contact information of a current up to date phone number and physical address of occupancy. No anonymous complaints will be documented or processed forward. It should be known also that if providing a complaint that person will be identified to the individual for whom the complaint is directed against. If this information is provided the following will occur:

The formal complaint will be initially directed to the PTA Program Director (PD). The person who receives the complaint via phone, letter, in person or by electronic mail will forward the complaint to the PD within two business days, unless the complaint is against the PD him or herself. Immediately upon review of the complaint, the PTA PD will document the following in writing: the name and contact information of the individual or individuals making the complaint, a description of the complaint, who or whom the complaint pertains to, whether or not the complaint has been addressed, and any resolution that has taken place to date. The complaint will be documented on the PTA Program Grievance form (found in Appendix D of this manual) and within the PD's office. Once the complaint has been documented, a copy of the PTA Program Complaint form will be forwarded to the current Dean of Health Sciences. The PD will also notify the Provost/CAO within four business days of the initial complaint through either a phone call or via email to discuss the complaint and decide on a course of action based on the nature and severity of the complaint. The Program Director, Dean of Health Sciences, or the Provost/CAO may request the involvement of the Executive Vice President/Chief Innovation Officer if deemed necessary. Within seven business days of the initial complaint, the PD, Dean of Health Sciences and/or Provost will review the complaint, create a plan to address the complaint, and document all discussions and plans. The documentation for any complaints made about the PTA program, students, or faculty will be kept on file in the PTA Program Director's office, except in cases where the complaints are made against the PTA Program Director.

Complaints against the PTA Program Director:

If a complaint is made against the Program Director, the person receiving the information will go through the same procedure as stated above but will convey the information directly to the PTA program Academic Coordinator of Clinical Education (ACCE). The ACCE will document the complaint and will then forward this documented information directly to the Dean of Health Sciences and/or Provost, who will involve the Executive Vice President/Chief Innovation Officer if deemed necessary. The process as described will be initiated without the involvement of the Program Director. Should the complaint pertain to the PD and ACCE together then all

information would be forwarded to the Dean of Health Sciences and/or Provost. Documentation of complaints against the Program Director will be kept in the Program Director's file in the Human Resources Office or within the office of the Provost.

**To submit a complaint against the LC PTA Program via CAPTE, please follow the instructions on the PTA Program Website.*

Complaints against graduates of the PTA program

It is the policy of the Lackawanna College PTA program that once a student has met all requirements for and has graduated from this educational program, and they are eligible to be licensed by the appropriate licensing body in the state that they will work and reside in, that the alumnus is solely responsible for their professional demeanor and actions relating to patient care within their practice environment. The LC PTA program therefore will undertake no liability if a complaint regarding a graduate of this program is received. The PD will document the complaint and keep it on file, but no further action regarding such complaint will be initiated.

Lackawanna College PTA Program Objectives

The PTA program's educational principles are consistent with curriculum content and expectations as set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE) related to expectations for an Entry Level PTA.

Lackawanna College's PTA Program is designed to prepare graduates who:

1. Apply knowledge of basic and evidence based PT sciences to the application and appropriate modification of selected PT procedures.
2. Interact with patients, the patient's family members or care givers, colleagues, and the public in a manner that reflects appreciation of the worth of an individual and an understanding of the psychological and social effects of illness and injury.
3. Demonstrate appropriate and effective written, oral and non-verbal communication with patients, the patient's family or caregivers, colleagues, and the public.
4. Recognize their own strengths and limitations, interpret for others their scope and function, and understand the need for continued lifelong education and growth.
5. Always demonstrate a commitment to safe, ethical and legal practice.
6. Define basic concepts of healthcare and the mechanics of providing health care services.
7. Will sit for the National Licensing Examination upon completion of all graduation requirements as set by the institution.
8. Achieve status of Licensed PTA, and skill level of an entry level PTA.

Site Coordinator of Clinical Education (SCCE) and Clinical Instructors (CI)

At each clinical facility, a qualified person is designated as the SCCE. This person may or may not serve as a student's clinical instructor, but should function in a supervisory capacity at the clinical site for clinical education experiences.

Criteria for Serving as a Clinical Instructor (CI):

1. The PT/PTA must be a licensed physical therapist or physical therapist assistant in good standing with the Board of Certification.

2. The PT/PTA must have at least one year of clinical experience.
3. The PT/PTA must be willing and able to uphold Lackawanna College's Clinical Commitment to Excellence.

All clinical education faculty must meet a minimum qualification as a practicing licensed PT or PTA in good standing with the state board of the affiliation, and be licensed and practicing for a minimum of one year, regardless of which clinical rotation they are participating. It is recommended, but not required, that a prospective CI have a minimum of one-year experience in the designated setting in which they are to supervise the student. Additionally, all clinical instructors must be willing and able to uphold Lackawanna College's Clinical Commitment to Excellence, as presented within the program's Clinical Education Handbook. Once reviewed and cleared as a CI for the PTA program, the CI's credentials would not have to be reviewed again for future student rotations.

Following the completion of each clinical rotation, assessment tools will be collected and reviewed. When a Likert Scale is utilized for any of these surveys, any criterion pertaining to the CI falling below a 3.0 will trigger a review of the site and CI. Once an area of deficiency is identified by the ACCE, the PD will be notified and a plan of action determined. This will require input from the student with specific examples. Next, the SCCE of the facility shall be contacted with this information. Jointly a clinical instructor development plan may be created and implemented. In the event the CI continues to fall below the threshold upon completion of the development plan, that CI will be removed as an approved clinical instructor for this program. Additionally, if the clinical facility is not willing to support and participate in a development plan, the ACCE and PD may determine the need to remove the PT or PTA as a clinical instructor for the program.

Clinical Educator Responsibilities:

The Clinical Instructor:

1. Must be interested in enhancing and progressing the education of physical therapist assistant students.
2. Must be willing to support the mission statement of Lackawanna College and the PTA Program.
3. Must serve as a positive role model for the PTA student.
4. Must present and discuss facility rules with the PTA student via an orientation process.
5. Must be capable of articulating clinical skills and transitioning them into foundational demonstrations.
6. Must be capable of performing multiple tasks, including your provision of excellent patient care while engaging students in critical thought and skill demonstration.
7. Must be willing to identify and arrange for learning experiences that will enhance the development of the PTA student.
8. Must be capable of effective communication in order to provide constructive feedback to the student.
9. Must be willing and able to communicate clearly and effectively with your SCCE, the PTA student, Program Director and ACCE.
10. Must be willing and able to identify the PTA student's skill level and goals and develop an appropriate clinical experience to support them.
11. Must be willing to identify and designate appropriate times to conduct interactions which may include things such as verbal discussion including constructive feedback, skills testing and review of client management and plan of care.
12. Must be interested in the coursework information the PTA student has completed to date and seek to provide clinical applications.
13. Must be willing to provide a minimum of weekly summative feedback on the PTA student's progression.
14. Must be willing to allow the ACCE and/or Program Director on site visits to observe the student in the clinical setting.

15. Must be able to communicate freely with the ACCE and/or Program Director regarding the PTA student.
16. Must be fair and patient – be mindful that students need your support to further their education and develop their skills as a PTA.
17. Must be willing and able to complete all paperwork in a timely manner. Untimely completion of paperwork impedes timely and accurate intervention if necessary on behalf of a student.
18. Must be committed to observing the *APTA Standards of Ethical Conduct for the PTA* at all times.
19. Must be willing to identify and “take advantage of the teachable moment.” Use any new or unusual experience for the student as an opportunity to observe, interact and apply their knowledge and skill sets.
20. Must be willing to be mindful of the fact that you were once a student, too.
21. Must be able to look upon your responsibilities as a Clinical Instructor as an opportunity to give back to the profession of physical therapy.
22. Must recognize that the Program Director and ACCE of Lackawanna College’s PTA Program are always available to you as a resource concerning your duties as a clinical instructor.
23. Must understand that students are NOT a replacement for employees and/or licensed clinicians.

Compensation for Serving as a Clinical Instructor (CI)

Lackawanna College does not provide monetary compensation to those qualified clinicians who agree to serve as a clinical instructor for students within the PTA program. A position as a clinical instructor should be committed to on a voluntary and consensual basis and within the outlined policies of the clinical facility.

CI class Auditing Privilege

Lackawanna College is committed to supporting clinical faculty as lifelong learners. Lackawanna College will allow any qualified clinical instructor to “audit” any class, free of charge. Class auditing of PTA classes is encouraged for clinical faculty. However, class auditing is not restricted to courses within the PTA curriculum. No credits will be rewarded for attendance. Clinical Instructors interested in utilizing this benefit should contact the ACCE directly for further information.

CI Illness

In the event of illness of the CI, it is appropriate for another qualified clinician to accept responsibility to monitor and oversee the student during the CI’s absence. It is not acceptable to expect the student to oversee the CI’s scheduled caseload, unsupervised. In the event another clinician is not available to oversee the student, the student would not attend the clinical during the CI’s absence but would be expected to make up the hours upon the clinical instructor’s return. Hours can be made up in the following manner:

1. Extending the ending date of the clinical
2. Extending daily working hours if appropriately available
3. Utilizing weekend hours if appropriately available
4. Other options as approved by the ACCE

Clinical Instructor Concerns with the Student

Open and timely communication between the clinical faculty and program faculty is essential for the learning and development of the PTA student. The ACCE is always available for and encourages communication to provide guidance and support as needed. Additionally, the ACCE will contact the clinical site approximately

halfway through the clinical experience. A phone interview or an on-site visit may be scheduled. This is an appropriate time to identify and summarize any needs or concerns that exist with the student or clinical experience.

If you have a concern with a PTA student, please do not hesitate to contact the ACCE immediately. Acceptable forms of communication include telephone, email and tools as provided within Exxat. In the event you do not receive a response within 24 hours, contact the ACCE via telephone as provided in the clinical packet. If necessary, the ACCE will schedule an on-site visit to address the CI concerns to resolve the situation or assist with the development of a remediation plan if needed.

PTA Faculty

Physical Therapist Assistant Program Director (PD):

The PD is the lead position for the Physical Therapist Assistant Program at Lackawanna College and serves as the Chair of the PTA Advisory group. The PD is the lead administrator and primary faculty directly in charge of all aspects related the running of the PTA program. The PD accepts responsibility for the program's adherence to accreditation standards, which includes student and faculty compliance to all college, programmatic, federal, state and local policies. The PD oversees the review and modification of program policies and procedures, clinical contracts, curriculum, clinical evaluations, and admissions process.

Academic Coordinator of Clinical Education (ACCE):

The ACCE is a primary core faculty member directly in charge of all aspects related the clinical education component of the program. Their considered second in hierarchy only to the PD within the program. In conjunction with the PD, the ACCE accepts responsibility for the program's adherence to accreditation standards, including student and faculty compliance to all college, programmatic, federal, state and local policies. The ACCE is ultimately responsible to identify, arrange and monitor safe, appropriate and effective clinical learning environments for students within the program. Together with the PD, adjunct faculty and clinical instructors, the ACCE monitors student's clinical progress and performance, professional skill development and readiness for the certification examination.

Adjunct Faculty:

Adjunct faculty are utilized within the PTA program as needed to oversee and manage specific coursework as determined and assigned by the Program Director. Adjunct faculty are expected to adhere to accreditation standards, including student and faculty compliance to all college, programmatic, federal, state and local policies. They answer directly to the Program Director. They may be asked to participate in the admissions review process.

Supporting Faculty:

Supporting faculty are individuals with expertise within a given content area that are utilized to instruct or "guest lecture" in a particular course. These individuals are not part of the core faculty and are responsible for teaching less than 50% of the content in a given course.

Lab Assistants:

Lab assistants may be utilized within the PTA program as determined by the Program Director for the purposes of supporting skill development within the laboratory setting and to provide appropriate and timely feedback during the learning process. Lab assistants are expected to adhere to accreditation standards, including student and faculty compliance to all college, programmatic, federal, state and local policies. They answer directly to the Program Director as well as any course instructor for whom they are supporting.

Lackawanna College PTA Curricular Plan

*****In the case of a national emergency or pandemic, the below curriculum plan may be adapted per CAPTE rules and regulations at the program's discretion*****

PTA Curriculum Plan:

Year 1, Sem 1 (17 /18 credits)

ENG 105 College Writing * (3cr)
Kinesiology**(3cr)
Speaking (3cr)
PTA 105 Introduction to PTA** (3cr)
BIO 205 Anatomy and Physiology 1 (4cr)
HTH 100 Medical Terminology** (1cr)
PHL 110 Medical Ethics (3cr)
Skills** (3cr)
COL 101 College 101 (1cr and only if applicable)
MAT 120 College Algebra * (3cr)

Year 1, Sem 2 (18 credits)

PTA 110 Functional
COM 125 Effective

PTA 245 Anatomy and Physiology 2** (4cr)
PTA 130 Organization & Administration** (2cr)
PTA 125 Therapeutic Modalities** (3cr)
PTA 135 Ortho Rehab & Basic

Intersession: TEC 105 (Information Technology Management) (3cr)

Year 1, Sem 3 (3 credits)

PTA 200 Clinical Field
Experience 1 (3cr)

Year 2, Sem 1 (16 credits)

PTA 210 Therapeutic Exercise** (4cr)

PTA 220 Methodology & Evidence Based Practice ** (2cr)
Field Experience 3 (6cr)
PTA 225 Neurological Rehab and Advanced Skills** (4cr)

Capstone (1cr)
PSY 105 Introduction to Psychology (3cr)
PTA 215 Health Care Issues and Special

Topics** (3cr)

Year 2, Sem 2 (12 credits)

PTA 230 Clinical Field
Experience 2 (5cr)
PTA 240 Clinical

COL 201

TOTAL Credits = 69 / 70 credits

*Developmental courses may be required as prerequisites. Credits earned in developmental courses cannot be applied towards the degree credit requirements for completion of this program.

** Program's "Technical Phase" classes. Any courses coded "PTA" cannot be taken outside of the LC PTA program.

PTA Course Descriptions

Please see the following website for specific PTA Course Descriptions:

<https://www.lackawanna.edu/academics/college-catalog/>

PTA Student Responsibilities and Guidelines

Division of Health Sciences/Program Policies

Classroom and Clinical Demeanor:

PTA students are held to a high standard of professional conduct within and outside of the classroom. Students violating normal classroom decorum or disrupting lecture, clinic or lab sessions will be asked to leave for the remainder of the session. The program will follow the college policy "Student Dismissal from Class or Program" to address this issue.

Medical Marijuana Policy

LC's jurisdiction in disciplinary matters extends to conduct that occurs on the LC premises, conduct that occurs as part of LC sponsored or sanctioned off-premises activities, or to any conduct that adversely affects the college community or reputation regardless of where it occurs. LC reserves the right to alert civil authorities to issues on or off campus. Further, students are responsible for the actions of their guest(s) and may be held accountable for their guest's violations of the Student Code of Conduct while on campus. Please see the *LC Student Handbook* for more information.

Lackawanna College Division of Health Sciences (DHS) Code of Conduct Violations (updated July 2025)

Students in health sciences programs are expected to demonstrate specific professional behaviors essential for developing into skilled, competent, and compassionate healthcare providers. Given the critical responsibility of working with human lives, violations of the DHS Code of Conduct will be taken seriously and may result in immediate dismissal from the program.

These behavioral expectations are in addition to the Lackawanna College Student Code of Conduct and apply to students enrolled in DHS programs at Lackawanna College. This policy will be used in conjunction with the Lackawanna College Student Conduct policies (please refer to the *Lackawanna College Student Handbook* for policy details). This policy is focused on conduct only and is NOT to be followed if a student does not meet minimum academic requirements for progression within a program.

The consequences below for the stated violations will supersede those of any other college policies when offenses listed in this policy are committed. Due to the egregious nature of some of the violations, items noted by an asterisk* in front of the item will not be allowed an appeal process. All dismissals resulting from

violations of the code of conduct below will be reviewed and approved by the AVP of Academic Affairs/Dean of Health Sciences prior to execution. Students who violate any of the policies listed below will not be eligible for any other program in the DHS.

1. Disregard/disrespect in speech or action toward a classmate or instructor, either in person or on social media.
2. Disregard/disrespect in speech or action during a fieldwork/clinical site internship.
3. *Negligent or unsafe behavior with a client/patient, fieldwork/clinical site supervisor.
4. *Failure to register for/submit/complete all required paperwork for clinical or fieldwork rotations by mandated deadline decided by each individual DHS program.
5. *Violation of HIPAA as per the clinical site policies and guidelines.
6. Violations of Lackawanna College's DHS Social Media Policy.
7. *Positive Drug Test whether prior to clinical or fieldwork rotations or anytime while in attendance at these sites. This includes refusal to follow the random drug testing protocol at an outside institution.
8. *Inability to pass critical skill proficiencies or affective competencies at the required level.
9. Dismissal from a clinical or fieldwork based on recommendations of the clinical or fieldwork site personnel.
10. *Illegal use or unauthorized possession or distribution of weapons, explosives and chemicals on Lackawanna College and clinical/fieldwork premises.

Dismissal from Health Sciences Program Appeal Process

Students **may** have the right to appeal a dismissal from a specific DHS program.

- Offenses noted by a red * on the DHS Code of Conduct will result in dismissal from a program ***without possibility for appeal and re-entry into the program. Students with these violations will not be eligible for any other DHS programs.***
- The remaining offenses listed in the DHS Code of Conduct will be granted the opportunity for the appeal process. The appeal process can be found within the *Lackawanna College Student Handbook*. Should a student successfully appeal the proposed violation of these offenses, they will be granted re-entry into the DHS program.

Lackawanna College Division of Health Sciences Social Media Policy *_(updated July 2025)*

Online communication through social media platforms is a recognized form of daily communication. Students enrolled in DHS programs should be concerned with any type of behavior that might reflect poorly on themselves, their families, their program and/or Lackawanna College. Lackawanna College's DHS programs have expectations for responsible, professional, and ethical behavior with social media interaction or expression.

The following guidelines are intended to more clearly define the PTA program's expectations for student behavior related to social media. DHS will exercise the right to monitor public social media of all students enrolled in the program.

For the purpose of this policy, all content on social media platforms is considered "Social Media".

Listed below are the guidelines for safe and effective use of “Social Media” for Lackawanna College DHS programs:

1. Students should understand that there is no privacy when engaging in social media platforms.
2. Students should refrain from disparaging Lackawanna College, peers, and instructors on social media.
3. Students should refrain from any activity on social media which would disrupt the educational environment fostered by DHS programs.
4. Students should understand that inappropriate conduct on social media platforms could affect job opportunities.
5. Students should understand that obviously offensive and insulting comments should be avoided.
6. Students should use discretion when utilizing or updating their social media. This should not be done during classroom or clinical time.
7. Students must additionally abide by the policies and procedures regarding social media in the current edition of the *Lackawanna College Student Handbook*.
8. Student should follow HIPAA rules and regulations at all times when engaging with social media.

Violations of the Lackawanna College Division of Health Sciences Social Media Policy are considered to be violations of the behavior core and can result in dismissal from the Health Sciences Program.

Grade Requirements for Progression Through the PTA Program:

The LC PTA program will follow the numerical grading system as set by LC found within the most recent edition of the LC Student Handbook. All students within the PTA program are expected to carry a QPA of 2.5 or greater each semester to be able to progress within the PTA program following the first semester of classes and subsequent semesters. The students will be also required to maintain an overall cumulative QPA of 2.5 or greater throughout the continuum of the “technical portion” of the PTA program. ***Students also may not continue within the LC PTA program if they receive an individual class grade of less than a B (minimum of 83%) in Introduction to PTA (PTA 105); or if they receive an individual grade of less than a C+ (minimum of 77%) in any class coded as “PTA”, “HTH” or other classes taught by PTA faculty.***

All PTA courses are to be taken in sequence in consecutive semesters. Humanities, social science and other core institutional courses may be taken prior to entrance into the PTA program or in varying sequences once admitted into the PTA program. Core courses can be taken outside of the set curriculum schedule if approved by the PTA Program Director or the student’s PTA program core faculty advisor.

Grade Falling Below Minimum Standards of the PTA Program

Should a student drop below a 2.5 GPA in a semester, an overall cumulative QPA of below a 2.5, and/or they do not pass a technical class with a minimal required grade as specified above, they will be contacted by the PTA Program Director to meet and formally begin discussions regarding being dismissed from the PTA program. The student may be able to appeal the course grade (s) and should refer to the *LC Student Handbook* for details on academic appeals. *Please note that students can appeal academic grades, but cannot appeal re-entry to the program.*

The program staff will communicate directly with students regarding concerns. Communication with any additional parties will only be considered with full consent of the student (including a signed and filed FERPA document) and will require participation by the student.

Please note that harassing and/or abusive communication with the program staff in any form is grounds for cessation of communication and will result in a referral to the appropriate College personnel.

Should a student be released from the PTA program, the student may continue as a LC student fulfilling other core requirements of their choosing. The student will be referred if desired for advisement on other degree or certificate offerings within the college.

Skill Proficiency for Competence and Progression into Clinical Assignments

The PTA program faculty is dedicated to ensuring that each student who is admitted and enters this program is also prepared to move through the curriculum and ultimately into their clinical assignments, both in terms of safety and proficiency of skills. In support of this, the faculty will follow this subsequent plan:

- To accurately assess each student's level of competency prior to entering the clinical education portion of this program, each student must successfully complete proficiency in certain skills deemed "skill proficiencies".
- Students are notified during the initial program orientation meeting of the critical skills and the process for testing of these critical skills along with their mention in the *PTA Program Handbook*.
- Students are provided with information and reminded of the critical skill proficiencies at several other points throughout the program including: during clinical assignment orientations, individual class orientation, and within open lab sessions. This will ensure that students understand the requirements and expectations necessary to proceed in the program, specifically into the clinical education component.
- Each student will additionally receive a statement regarding the critical skills along with a listing of the required skills and due dates within and pertaining to each individual course syllabus.
- Within each course syllabus, any skill proficiencies pertinent to that course are identified. The skills are embedded into the classes and taught in a progression appropriate for the level of skill needed prior to entry into either the first, second, or third clinical education assignment. These skills are then separately and more expansively explained on individualized scoring rubric documents. The skill proficiency rubrics define each skill, the components needed for proper completion of the skill, the proficiency level needed to be obtained with this skill, and areas for check off and signature by a faculty member or qualified lab assistant confirming proficient completion of the skill. The student will be required to complete each skill at the set proficiency level twice. The first THREE check offs may be performed by a fellow classmate. The FOURTH must be performed by the course instructor or other approved instructor.
- The proficiency level set for skill achievement advances over the two years. First year students are required to achieve 75% or greater on each skill proficiency, as identified on the rubric. Each student must demonstrate 75% or greater proficiency (all rubric categories ≥ 1) twice in order to "pass" the skill, in addition to passing any non-negotiable skill(s) during instructor evaluation. Second year students are required to achieve 83.3% or greater on each skill proficiency (all rubric categories ≥ 1) twice within the semester in order to "pass" the skill, in addition to passing any non-negotiable skill(s) during instructor evaluation. These skills proficiencies include any critical thinking or manual critical skill designated within specific coursework. Each skill has a semester deadline by which it must be completed.

- Demonstration of these skills must be completed by the date/time stated on each course syllabus. Students who are initially unable to pass the skill at the set proficiency level when evaluated by an instructor will be allowed one remediation attempt per the current remediation policy. A remediation plan will be set up by the appropriate faculty member with approval of the Program Director. The Program Director must be present for the remediation attempt. Further inability to complete the critical safety skills will result in the student's dismissal from the PTA program. To continue progression within the PTA program, the student must pass all critical skill proficiencies in a designated course, in addition to earning the required minimum academic grade in each course.
- Midterm skills checks: In some courses, students will have skills due before the midterm practical. If the required skills are not all successfully completed by the specified due date and time, the student will not be allowed to take the midterm practical and will receive a zero for that practical examination.
- Final skills checks: ALL skill proficiencies for ALL courses must be completed by the specified due date and time. If students do not complete ALL skills successfully in any course, they will receive a **zero** for all portions of the final practical assessing knowledge or skills of that course.
 - All initial skills checks should be completed by the Friday before the due date.
 - Students should be aware that they can be tested at any instructor's discretion during the week the skills are due. This is to ensure that the student does not fall behind on skills checks and to encourage the student to complete skills checks in a timely manner.
 - Additionally, students who do not complete all skills proficiencies for a designated course by the specified due date and time will not be eligible to progress on in the PTA program as per the Division of Health Sciences Code of Conduct, item 5, and will be dismissed without possibility for appeal.

******In the case of a national emergency or pandemic, the requirements and ways to meet the above requirements may be adapted per CAPTE rules and regulations at the program's discretion******

Mid-Term/Final Practical Examinations:

Students must pass individual and combination practical exams during the curriculum as indicated by individual course syllabi. Failure to pass a practical exam (as per associated scoring rubric) initially will result in the opportunity for one remediation attempt as per the current remediation policy. Inability to achieve a passing score on the remediation attempt will result in dismissal from the program, regardless of academic grade in any given course. Please refer to individual course syllabi and associated rubrics for specific details.

Student Financial Obligations for Clinical Expenses:

Clinical education is an educational component of the PTA Program at Lackawanna College. The three clinical rotations scheduled within the program carry the following credit values: Clinical Education I: 3 credits; Clinical Education II: 5 credits; Clinical Education III: 6 credits. Students are wholly responsible for the financial requirement of these credits, just as they are for any other credit-bearing course. Students should be aware of total credit loads for each of these semesters and plan appropriately for the cost and presence and/or absence of financial aid.

Additionally, students are financially responsible for all expenses related to clinical assignments including, but not limited to: travel expenses to and from the assigned clinical site; expenses related to wardrobe to meet dress code standards of the program or clinical site; expenses resulting from the loss and replacement of a program provided nametag should a loss occur; other misc. equipment; or materials required by clinical sites to meet the assignment needs.

Dress Code/Professionalism for Clinical Education:

Clinical sites may require specific dress code standards to which students are expected to adhere. The cost of purchasing clothing to meet the dress code standards is the sole responsibility of the student.

Failure to comply with the dress code may result in further actions as warranted by the PTA program.

Clinical Supervision:

STUDENT PHYSICAL THERAPIST AND PHYSICAL THERAPIST ASSISTANT PROVISION OF SERVICES HOD P06-19-10-06 [Amended: HOD P06-00-18-30; HOD 06-96-20-33; Initial: HOD 06-95-20-11] [Previously Titled: Student Physical Therapist Provision of Services; Previously titled: Position on the Provision of Physical Therapy and Physiotherapy Services by Student Physical Therapists] [Position]

Experiential learning focused on development and application of patient- and client centered skills and behaviors is a crucial component of the education of physical therapists and physical therapist assistants. Clinical instructors and preceptors provide instruction, guidance, and supervision that comply with association policy, positions, guidelines, and ethical standards, and with jurisdictional laws governing supervision.

Student physical therapists, when participating as part of a physical therapist professional education curriculum, are qualified to provide services only under the direct supervision of the physical therapist who is responsible for patient and client management.

Student physical therapist assistants, when participating as part of a physical therapist assistant education curriculum, are qualified and may be utilized to provide components of intervention and to collect selected examination and outcomes data only under the direct supervision of either the physical therapist alone or the physical therapist and physical therapist assistant working as a team. The physical therapist maintains responsibility for patient and client management at all times, including management of the services provided by the student physical therapist assistant.

Direct supervision means the physical therapist, or the physical therapist assistant when supervising a student physical therapist assistant, is physically present and immediately available for supervision. In both cases, the physical therapist or physical therapist assistant will have direct contact with the patient or client on each date of service. Telecommunication does not meet the requirement of direct supervision.

Professionalism and Clinical Conduct of the PTA Student

Clinical Affiliations

Clinical Affiliations are an integral part of the PTA student's education. The clinical affiliations are designed to provide the student with opportunities to practice skills and competencies acquired during the didactic portion of education. These are hands-on, direct patient care experiences that will occur in a variety of physical therapy settings under the supervision of a physical therapist/physical therapist assistant. These clinical affiliations are mandatory and must be completed during the scheduled time. Personal arrangements for such things as work schedule, transportations, child care, appropriate dress, etc. are the sole responsibility of the student. Students are responsible for their own transportation to and from all clinical affiliation sites. Students will be responsible for travel expenses and may be asked to travel up to 60 miles to their clinical affiliation.

Please note that the clinical partners of the programs determine hours for clinical/fieldwork experiences. The programs do not have input or control over the schedules of the clinical/fieldwork experiences required by each program.

Outside Work Policy:

Prior to entering the PTA Program at Lackawanna College, the expectations of the program with regard to commitment are clearly outlined and reviewed. The PTA program is an academically rigorous program that requires a significant commitment of time. While we realize that students have financial obligations that require them to work while in school, we discourage students from working on a full-time basis. (Furthermore, outside work obligations may NOT be used as an excuse to limit any participation in required components of the program and or take the place of open times slotted for clinical skill practice opportunities following classes.) This applies to, but is not limited to, attendance in classroom, lab, guest lectures, field trips, and clinical situations. See the Program Director if you have any direct questions or concerns.

Student Health Policy:

Students are required annually, at the beginning of each fall semester, to provide written confirmation (via programmatic forms) from their Primary Care Physician that they are “in good health, free from communicable diseases and able to participate in training within physically demanding health care settings”. No student shall be permitted to enter the academic program or participate within clinical experiences without these forms being uploaded and cleared by EXXAT.

In the event a student’s medical status changes in a manner that would affect their ability to safely and effectively participate with the required clinical training within the PTA program, the student is required to notify the Program Director or ACCE immediately. Examples of such changes in medical status may include, but are not limited to: significant musculoskeletal injury, surgery with movement or lifting restrictions and pregnancy. Please refer to the *Change in Medical Status* policy for details.

Change in Medical Status Policy (updated July 2025)

Should a student experience a change in medical status, it will be the student’s responsibility to inform the program staff, who may facilitate communication with the Title IX officer if the student desires/requests.

- An updated *Essential Functions* document will need to be completed by the physician overseeing the student’s care.
 - The student will not be permitted to attend fieldwork/clinical internships or participate in lab activities until the form is completed and presented to the program staff.
 - Please note, it is the student’s responsibility to obtain, complete, and present this form to the program staff within an appropriate amount of time to avoid a delay in fieldwork and/or delay in program progression. The program staff will not be held responsible for student delays in obtaining, completing, or sharing the required paperwork.
- Once the student has presented the guiding document(s) from the physician, the program staff will work together with the student and any other stakeholders to determine an individualized plan for fieldwork/clinical internship or lab activities which protects the student’s safety and education.
 - The fieldwork/clinical internship site has the right to agree or refuse a plan, based on the site’s policies and needs. If the site refuses, the program staff will attempt to obtain an alternative fieldwork/clinical internship site for the student. This may require the student to repeat the fieldwork/clinical internship rotation, thus affecting progression in the program.

- The student will not hold the program staff or fieldwork/clinical internship site responsible for any injury obtained while operating within the guidance of the physician-approved plan. If the student chooses to behave or operate in a manner outside of the approved and agreed upon plan, they will be removed from fieldwork/clinical internship site or lab activities and may risk removal from the program.

Student Vaccinations

Prior to beginning the PTA program, students are required to show evidence of vaccinations including Tdap, Poliomyelitis, Mumps, Rubella, Varicella, and Hepatitis B. Additionally, students may be required to get a Hepatitis B series, flu vaccine, and the COVID vaccine dependent on college policy and clinical site requirements. Furthermore, students are required to receive a two-step PPD on an annual basis.

Hepatitis B Series, Flu Vaccine and COVID-19 Vaccine Policy:

Certain clinical sites may require a flu vaccine, COVID-19 vaccine, and/or Hepatitis B series. If this is required, the student must receive these vaccines at their own cost. If an alternative is presented by a specific clinical site, the student may choose to decline the vaccine and abide by the site's alternate policy. The inability of the student to complete this/these requirements on time may jeopardize the student from beginning their clinical assignment on time. This may also jeopardize the student's ability to graduate.

*****Please be aware that clinical/fieldwork/internship sites reserve the right to refuse any student who does not have all required vaccinations regardless of any signed declination. In the event that a student is placed at a clinical site where a certain vaccine is required, and the student chooses not to receive the vaccine, the program will contact 25% of the sites available for the specific clinical/fieldwork/internship experience that are not being utilized by other students to attempt to place the student. If the program is unable to find a clinical/fieldwork/internship site that will accommodate the student for the specific clinical/fieldwork/internship experience, or no additional sites are available to meet the student's programmatic requirements for the specific clinical/fieldwork/internship experience, the student will not be able to progress through the program and will be dismissed without opportunity for appeal.***

Drug Testing Policy:

The use of drugs not prescribed for medical reasons is forbidden for use within the PTA program. Additionally, per the agreements with many clinical facilities, it is the responsibility of Lackawanna College PTA students to undergo a 10-panel urine screen prior to the start of each semester and upload the results to EXXAT by the programmatic due date and time. The cost of the testing is the responsibility of the PTA student. The PTA program has the right to ask students to repeat urine testing at the student's cost secondary to atypical results and may need to be repeated at the discretion of the PTA program. Please refer to the Lackawanna College Illegal Drugs Policy in the LC Student Handbook for more information.

Clinical facilities may also have their own drug testing policies and procedures to which the student must submit. Declining to do so will result in loss of the offer to participate in a clinical rotation at the designated facility.

Student Health Insurance:

The PTA Program requires students to present evidence of current health insurance. This requirement is necessary in order to maintain compliance with programmatic policies and clinical agreements established with many of the clinical facilities associated with the clinical education component of our program.

Evidence of current health insurance, via a copy of the front and back of the health insurance card, must be uploaded to EXXAT. Students are required to notify the ACCE if their health insurance coverage changes and upload appropriate documentation of same.

PTA Student Liability Insurance:

All PTA students are covered by a liability insurance policy that provides coverage for accidents which occur during school sponsored, supervised curricular and co-curricular activities. The College maintains professional liability insurance for each student, a minimum amount of \$2,000,000 per claim/\$5,000,000 aggregate, covering students for all acts and activities undertaken. A copy of the certificate of insurance may be provided to a clinical facility 30 days prior to a student entering the facility for a scheduled clinical rotation. The College agrees to notify the clinical facility immediately in the event such insurance is cancelled or terminated, for any reason.

Professional Behaviors:

The Lackawanna College PTA Student is expected to conduct themselves in a professional manner at all times while representing the school. Students are expected to follow the following references for conduct and professional behavior: *APTA Standards of Ethical Conduct for the PTA*, the *Essential Functions for the PTA*, and the *PTA CIET*.

Criminal Background Checks

The PTA program requires students to secure State, Federal and Child Abuse clearances on an annual basis. These clearances are the financial responsibility of the PTA student. This requirement is necessary in order to maintain compliance with the clinical agreements established with many of the clinical facilities associated with the clinical education component of our program. Valid background checks must be approved (uploaded via EXXAT) as per programmatic due dates and times. Failure of the student to obtain and/or upload these checks may delay the student's progression into their scheduled clinical education and/or result in dismissal from the program (per the Division of Health Sciences Code of Conduct). Subsequently, this may then delay their ability to graduate as scheduled.

In the event a background check is identified as containing areas of concern, the ACCE will notify the Program Director. The nature of the issue will be reviewed by the Program Director and ACCE. The determination will be made if further investigation or action is required. If necessary, the Program Director will consult with the administration of the College to determine the course of action needed.

CPR and AED Training:

Students must attend the CPR certification class that is offered by the PTA program at the designated date and time, at their own cost. *Certification through an online class will not be accepted due to requirements set by the clinical affiliation partnerships.* First Aid training is not required for entry into the PTA program, but is recommended, and will only enhance clinical abilities and preparedness. Completion of this CPR course will allow the student to have this required certification throughout the entirety of the PTA Program. If students are not able to attend the CPR class offered by the program, they must make alternate arrangements to complete this requirement on their own.

EXXAT Compliance Policy

After admission into the PTA Program, the student must have the status of APPROVED in all compliance documents except flu shot by the 4th Friday in September by 3 PM. If all documents are not approved by the designated date and time, this will count as noncompliance with program requirements and may affect the student's program status.

Students who do not have documents in progress or pending review two weeks before the due date will be required to attend a mandatory Code of Conduct counseling session with the program staff. This meeting will explain the strict Code of Conduct policy for all students within the Division of Health Sciences (DHS) regarding adherence to the compliance regulations for clinical education. This session will help the student to create a plan of action for compliance. Due to legally binding affiliation agreements with clinical sites, students must remain current on the compliance regulations. Please refer to the *DHS Code of Conduct* for more information.

Clinical Training Policies:

Clinical experiences are designed to be instructional in nature by providing students with hands-on experiences. Clinical training is a cooperative effort among Lackawanna College, the student, and the clinical site. Students may not take the place of paid staff and may not be paid for their clinical hours. Lackawanna College maintains professional malpractice insurance on all students and faculty while at clinical sites.

The student is a guest at the clinical facility. The clinical site expects that the student will obey all rules and regulations regarding the clinical site and clinical assignment. The clinical site has the right to remove students who demonstrate disregard for program and or clinical site policies and procedures.

Patient Safety and Confidentiality Statement:

Students are expected to treat all information regarding patients as confidential, and follow all standards set by HIPAA. Copies of medical records for case study presentation may only be made if the clinical supervisor and patient provide consent. Original patient records are never removed from the facility. All references to patient identity must be removed from all copies of records prior to use in case studies. The patient's rights to a safe and accurate examination are more important than a student's need to practice skills.

Patient Interaction:

Clinical Educators and PTA students work together to provide the best clinical education possible. Students must introduce themselves as a Lackawanna College PTA student and seek approval of the patient prior to

applying/initiating any treatment plan indicated by the clinical educators. Verbal approval must be witnessed by the clinical instructor. Patients have the right to refuse any treatment provided by a PTA student without risk to the quality of care.

Identification Badges:

Students are required to identify themselves as a LC PTA student while participating in clinical education experiences. It is the expectation that the badge will be worn and visible at all times, especially during direct patient care (unless otherwise dictated by clinical site policy). This assists staff, patients, family members and caregivers to identify a PTA student. If a clinical facility has additional requirements for student identification, the student is expected to abide by the facility requirements.

Clinical Attendance Requirements:

Students will attend clinical education on the days and hours designed by the clinical site and the ACCE. Days or times of clinical education cannot be rearranged without the permission of the ACCE and the clinical site's supervisor. ***In the event that the student will be absent from the clinical, the student must contact the clinical site and/or the ACCE in advance and should follow the document on Canvas regarding this situation.***

Students are expected to a minimum of 35 hours a week during their clinicals. If this is not the case due to the schedule of the Clinical Instructor, the student must communicate with the ACCE.

Performance Standards:

The Clinical Instructor (CI) will continuously assess the student's performance and utilize the CIET. Formal evaluations are conducted at both the midterm (with the exception of CE1) and final points of the clinical affiliation. The CIET is monitored and reviewed by the ACCE. Any additional requirements of the student as outlined within the corresponding course syllabus or as required by the clinical site must also be forwarded to the ACCE. These materials may include assignments such as case studies, journals, presentations or other educational materials designed to supplement the clinical experience.

Evaluation of the PTA student involves both formative and summative evaluation.

Formative evaluation serves the purpose of providing *immediate* feedback to the mastery of knowledge, skill execution, integration, application readiness and problem-solving abilities. This type of feedback is given daily and allows the student to improve in their clinical performance as their knowledge and confidence increases throughout the clinical experience.

Summative evaluation is used to *summarize* the PTA student's achievements. These used to evaluate clinical mastery. The integration of the CIET in the assessment process is an example of summative evaluation.

Please note, that if concerns arise as to the student's knowledge or preparation, clinical instructors may always contact the Program Director and the ACCE to discuss the students' expected level of understanding on a given topic/with a given skill.

Clinical Rotation Policies:

The Program Director and the ACCE are responsible for placing students at clinical education facilities. ***EACH STUDENT MUST COMPLETE A VARIETY OF CLINICAL EXPERIENCES TO DEMONSTRATE SUFFICIENT DEPTH AND BREADTH PER CAPTE REQUIREMENTS.*** All decisions made by the PD and ACCE regarding clinical education placement are final. A "Wish List" of available clinical experiences will be presented to each student cohort for review on EXXAT. Students may be asked for their preferences if the number of available sites makes this feasible. Students must be prepared for travel to clinical sites and are responsible for having reliable transportation. Lackawanna College will attempt to assign sites that are within a 60-mile radius of Lackawanna College's Scranton Campus. The PD and ACCE may consider specific needs or extenuating circumstances with assignments at their discretion but are not obligated to make accommodations.

Clinical Assignments:

1. The ACCE is responsible for arranging and managing clinical agreements for the purposes of student placement.
2. Students may NOT arrange their own clinical rotation although they may identify a site of interest to the ACCE.
3. The ACCE will provide the students a wish list of available clinical sites for a specified clinical rotation through EXXAT
4. The ACCE will require the students to "rank" their top five clinical sites for that rotation and submit the rankings in EXXAT by the designated due date and time
5. The ACCE will collaborate with the Program Director and assign students to an appropriate clinical site based upon but not limited to the following:
 - a. Prior assignment rankings
 - b. Necessity of variety of clinical experiences to demonstrate sufficient depth and breadth
 - c. ACCE/PD knowledge of clinical site
 - d. ACCE/PD assessment of student abilities
 - e. ACCE/PD assessment of student needs
 - f. Student past performance
6. The ACCE will notify students of their placements.
7. The decisions of the ACCE and Program Director regarding clinical placements are final.

Family Member Working at or Within Same Clinical Facility

Clinical assignments for PTA student are determined by the ACCE and with the assistance of the faculty as needed. A student will not be placed within any department where the student has been financially compensated as an official employee. However, a Lackawanna College PTA student may complete a clinical rotation within a company for which an immediate family is employed as long as said family member is not employed with the same department in which the student will be assigned. Likewise, the student would not be able to be assigned and complete a rotation at a site in which a family member would be in a direct supervisory role as a department head, SCCE, or CI.

Student Concerns with the Clinical Instructor or Clinical Experience:

Interpersonal skills and communication management are addressed and emphasized within the PTA curriculum. The ACCE is always available to provide guidance and support as needed. Additionally, the ACCE will contact the students and clinical sites approximately halfway through the clinical experience. Students should use that time as an opportunity to identify any needs or concerns with the Clinical Instructor or clinical experience.

There may be times, however, when a student encounters a situation requiring immediate attention from PTA Program faculty. In such cases, the student is encouraged to contact the ACCE directly. Acceptable forms of contact for the ACCE are provided on the corresponding course syllabus. In the event the student does not receive a response within 24 hours, the student should contact the ACCE via telephone as provided on the course syllabus.

Clinical Assignment Attendance and Schedule:

The PTA student is expected to abide by the days and hours as offered and assigned by the clinical site. Days or times of the clinical affiliation may not be rearranged by the student without written permission by the ACCE and Clinical Instructor. Additionally, the student is expected to maintain flexibility with unforeseen scheduling needs of the Clinical Instructor. In some cases, adjustments of days and hours may be necessary to accommodate the needs of the clinical site and the clinical instructor. In such cases, the student is expected to adjust accordingly.

Clinical Agreements and Assignments:

The Lackawanna College PTA program is always looking to further acquire contracts with new and beneficial clinical sites for students within this program. Any PTA student of Lackawanna College may request a new clinical site be set up out of area located within a state that participates with the State Authorization Reciprocity Agreement (SARA).

Investigation of setting new clinical agreements with out of area clinical sites or requests for specific clinical sites, **MUST** be presented to the ACCE. Specific forms must be completed for each request. For request for a specific clinical/out of area clinical agreement for *PTA 200: Clinical Education 1*, form submissions must be received **prior** to the end of fall semester of first year within the program (Semester #1 of PTA program). For request of specific clinical site/out of area clinical agreement for *PTA 230/240: Clinical Education 2/3*, submissions must be received **prior** to end of spring semester of first year within the program (Semester #2 of PTA program). Please see the corresponding appendices for details.

The student is NOT to contact any potential affiliation facilities on their own. This includes physically visiting or calling the PT department, emailing members of the staff, sending formal letters, or any other means of communication. The ACCE is the only member of the PTA program to make contact and begin formally investigating the possibility of a clinical agreement. Failure of the student to follow policy as set, specifically in relation to making inappropriate contact with a facility, or not providing information in the specified timeline, could result in justification for the ACCE to immediately deny the request. Further questions related to this policy should be directed to ACCE.

It is important that the student recognizes that once clinical site is requested, there is NO GUARANTEE that the clinical site will offer student placement. This is out of the control of the ACCE and the PTA Program.

Regardless of the outcome of the request, the student must fill out the Wish List on EXXAT.

Travel for Clinical Assignments:

There are several physical therapist (PT) and physical therapist assistant (PTA) programs that exist within our area. All of these programs compete for placements for their students. Therefore, students may be required to travel up to a 60-mile radius, one direction, from Scranton, PA, for a clinical rotation. Any and all expenses related to such travel are the responsibility of the student.

Vacation and Holidays:

1. Students may not take vacation time during the scheduled hours of a clinical affiliation.
2. If your site is going to be closed for a day in observance of a holiday, students may also follow that schedule. Please notify the ACCE of this event.
3. In the event your clinical site is open during an observed holiday and your CI is present, you may be required to or given the option to attend your clinical on that date.

Student Tardiness:

Students are expected to treat their clinical rotations as they would any employment situation. Late arrival to any work situation is a demonstration of poor professionalism. Therefore, tardiness is not acceptable under any circumstance. *As a healthcare professional, students should plan to arrive to their clinical site a minimum of 10 minutes early to prepare for their day.*

Tardiness will not be tolerated by the PTA Program of Lackawanna College. In the event a student is tardy on a repeated basis the student will meet with the PTA program staff to develop a Success Plan. Continued tardiness may result in failing the clinical experience and subsequent dismissal from the PTA program.

Clinical Instructors are requested to notify the ACCE via any convenient means of communication upon the student's **FIRST** offense of tardiness. The ACCE will then directly contact the student to review this policy.

Student Illness or Unavoidable Absence:

The clinical education experience must be treated as an employment situation. At the start of your clinical rotation, you should review with your Clinical Instructor facility/department policies and procedures in the event of necessary absence or illness.

In the event you are unable to attend your clinical for any reason, please consult the document posted on Canvas for appropriate action steps.

Bloodborne Pathogens & HIV Policy

Students must report all incidents including body fluid splashes, needle sticks, and other events that could endanger the health of the student. Such incidents should be reported to either their academic or clinical faculty. Lackawanna College and its PTA Program are not responsible for medical care in result of such injuries. Visitors to campus, students in labs, etc. shall be directed to seek medical care within two hours at a major hospital or Urgent Care facility. Treatment and evaluation costs are the responsibility of the person seeking treatment.

1. Post Exposure Procedure for PTA Students

- a. If a student has been exposed to a contaminant parenterally (needle stick or cut) or superficially through a mucous membrane (eye or mouth) they are to follow the following procedure:
- b. immediately wash the affected area with the appropriate solution (soap and water, alcohol, water),
- c. seek appropriate medical attention through their personal physician (students are responsible for their own medical care). This may include baseline testing for HIV antibody at this time, followed by recommended series of testing. (Physicians may also inquire about the students status in regard to tetanus and hepatitis immunization at this time.)
- d. follow institutional (agency) policy regarding determining HIV and hepatitis status of patient, (students are responsible for the cost of any testing)
- e. maintain confidentiality of patient,
- f. seek appropriate counseling regarding risk of infection.

Guidelines for HIV Positive Health Care Providers

1. The Center for Disease Control has specific guidelines for health care workers which are revised periodically. They have been incorporated into these policies and are reviewed annually.
2. There shall be no routine serological testing or monitoring of students for Hepatitis B or HIV infection.
3. Barrier or standard blood and body fluid precautions are to be used routinely for all patients. These include:
 - a. The use of glove(s) when:
 - 1) cleaning rectal and genital areas;
 - 2) carrying soiled linen;
 - 3) bathing patients, if the student has a cut on the hand;
 - 4) suctioning or irrigating even if the orifice does not require sterile technique;
 - 5) there is, at any time, a possibility of spillage of blood or body fluid onto the student's hands, (i.e. accucheck, discontinuing an I.V., I.M.s) regardless of the presence of open lesions;
 - 6) emptying urine drainage bags, suction catheters, colostomy and ileostomy pouches; and
 - 7) providing mouth care.
 - b. The use of masks, goggles or glasses and/or aprons when there is a possibility of fluids splashing onto the face or body and clothing.

Specific Guidelines for Known HIV - Infected Health Occupation Students

1. HIV positive health occupations students who do not perform invasive procedures need not be restricted from work/clinical experience unless they have other illnesses or signs and symptoms for which such restrictions would be warranted.
2. HIV positive health occupations students should wear gloves for direct contact with mucous membrane or non-intact skin of patients.
3. HIV positive health occupations students who have exudative lesions or weeping dermatitis should refrain from direct patient care and from handling patient care equipment and utensils.
4. Reasonable accommodations will be made within the curriculum to assist the HIV positive student to meet course/program objectives.
5. The policy of agencies utilized for clinical experience will supersede college policy if they are more stringent.
6. Confidentiality will be maintained whenever possible, with only the appropriate individual(s) being informed of the HIV status of health occupations students.

****Students will be asked to sign a waiver (Appendix O-Waiver in PTA Handbook) regarding the understanding that the nature of this profession/program requires working closely with peers and patients, and the risk of exposure to infectious diseases.

Provision of Care

1. Assignments are made in the clinical setting to enhance and/or reinforce student learning. It is the expectation that students will provide care for clients to whom they are assigned. In the event that a student refuses to care for an individual the following will occur:

- a. In consultation with the student the faculty member will determine the reason for the refusal.
- b. If the reason is determined to be valid the student will be reassigned.
- c. If the reason is not valid the student will be counseled about unethical conduct
- d. If it is determined that the reason for refusal to care for specific individual is as noted above, the student will be counseled to consider their future in health care.
- e. The Associate VP for Academic Affairs shall be notified of any such occurrence and may meet with the student along with the faculty member to discuss options, one of which may be withdrawal from the program.

Accident/Incident Reporting:

In the event of an accident, incident or injury involving a student, the student is required to notify their Clinical Instructor immediately. The CI will direct management of the incident. The CI and student are asked to notify the ACCE in writing of the incident.

Injury or Illness requiring Emergency Medical Assistance:

In the event the student while present at their clinical assignment receives an injury or is overcome with an illness requiring medical assistance, the student would follow the standard procedures of the facility that they are in attendance at while on clinical assignment. This could be but not limited to transport to the ER if in an Acute Care Facility, being referred immediately to a physician, or EMS is contacted. The student should contact the ACCE or PD to inform them of the incident. If the student is currently unable to make contact, then clinical site would be responsible for contacting the appropriate parties as stated. In response to an emergency medical situation, the student will be held responsible for any costs incurred while seeking appropriate medical attention.

Use of Electronic Devices/Cell Phones during Clinical Rotations:

The use of ANY electronic devices during clinical rotations and during the hours of active patient care and learning is strictly prohibited. The only acceptable reason to utilize an electronic device during a clinical rotation is if the device is being utilized for the purposes of supplementing patient care or the learning process. Therefore, electronic devices may be used in specific circumstances at the discretion of the CI and ACCE. Documentation or research would be examples of appropriate uses.

Students may utilize their electronic devices only during designated “breaks” or other approved times by their clinical instructor. Furthermore, the devices may only be used in approved designated areas of the clinical facilities.

Students are not permitted to video or audiotape their clinical instructor, clinical staff or patients without express written consent of that party. Please refer to the *DHS Code of Conduct Violations* document for further details.

Electronic devices should not be maintained with or on the student, except in rare circumstances when approved by the CI.

Important Pertinent to Clinical Faculty and Students

Program Assessment Surveys:

Continuous assessment of the PTA program is an integral component for program development and advancement. It is imperative to actively seek to identify areas of strength as well as areas requiring improvement. By doing so, the programs strives to meet the needs of the students, clinical faculty and the community. Pertaining to clinical education, there are multiple surveys gathered at the end of each clinical rotation. These will be distributed to the appropriate parties by the ACCE and should be completed by the designated due dates set forth by ACCE.

Student Weekly Summary Form:

Students are provided with “Weekly Summary Forms” **to be completed at the end of each week** and reviewed by the beginning of the next. This tool is graded “complete/incomplete” and serves to promote reflective thought on the positive aspects of the clinical experience and those requiring change or additional attention. This document is intended to assist the student and CI with open and meaningful communication to promote skill advancement within the experience, and is included within the appendices of this handbook.

PTA Site Assessment Form:

The PTA Site Assessment Form is a tool that is utilized by the core faculty to summarize the midterm contact made with the student and clinical instructor. It is not a graded component of the affiliation. It is used to verify that the experience is moving in a positive direction and also to target any areas of concern expressed by the student or CI.

The Clinical Internship Evaluation Tool (CIET):

The *Clinical Internship Evaluation Tool*, or “CIET” measures clinical performance of a student relative to a “competent clinician.” All items on the tool are representative of skills and behaviors considered important for a clinically competent physical therapist assistant. The form is composed of two sections. The first section, Professional Behaviors, evaluates Safety, Professional Ethics, Initiative, and Communication skills in the clinic. The second section, Patient Management, evaluates the student’s ability to efficiently manage a patient with an effective outcome where the student is evaluated on data collection and interventions. It is the primary assessment tool used by Lackawanna College’s PTA Program and its completion by both the student and CI is **required at both mid-term (with the exception of CE1) and final portions of each clinical experience**. *Students should complete their portion of the CIET in advance of the deadline as the CI is unable to access the document until the student’s portion is completed.*

In order to be permitted to access the CIET, it is **MANDATORY** for students to complete this training & post-test prior to the first clinical in EXXAT. Also, CIs who have never used the CIET need to complete the training and post-test in EXXAT. This will allow for access to the CIET in the clinical management system. There are not exceptions to this process.

Once the CIET training has been completed as a student or CI, it is not required to be completed again in the future.

A guide has been attached in the appendices within this manual for your reference. It is an appropriate guide for students, clinical instructors, and PTA educators.

If you have any issues with the CIET training or EXXAT, please email v4support@exxat.com.

Once the training is complete, full access to the CIET is granted for the assigned clinical affiliation. The users are encouraged to familiarize themselves with the instrument and verify that they have access prior to attempting the assessment. Attached within the appendices are the following:

- Completing the CIET training for CIs
- Completing the CIET training for Students
- CIET Operational Definitions
- CIET Instructions
- Progressive Scoring Rubric for CIET

Assignment of Final Student Grade for Clinical Education Experiences

Grading:

It is the responsibility of the ACCE to determine and assign the grade (Pass/Fail) for clinical education experiences. The Pass/Fail grade will be determined based upon the following criteria: a grade of “Pass” is achieved if the combined score on the assignments is above a 77%; the student has met the minimum expectation as per the LC PTA Progressive Scoring Rubric in all areas of the CIET; and/or the narratives/comments on the CIET or during clinical site visits or other communication support these ratings. If the student does not meet the minimum criterion in each designated area this may result in a “Fail” and the student will be dismissed from the PTA Program. In addition, the student is at risk of earning a “Fail” if the written assignments are not turned in or are of poor quality to not meet the minimum passing grade of 77% as per the LC PTA Handbook. Students will not receive a grade on this clinical until all required paperwork is turned in to the ACCE.

*****In regards to the academic/clinical education portions of the curriculum, the program will follow CAPTE recommendations regarding grading/graduation requirements if they are altered to due national emergency or pandemic. Students are not guaranteed to graduate on time in the event of a national emergency or pandemic and the program will follow the guidelines from the college, state, and CAPTE to progress towards graduation in a timely manner as able.*****

Clinical Education Faculty Development Policy

Following the completion of each clinical rotation, three assessment tools will be collected and reviewed. When a Likert Scale is utilized for any of these surveys, any criterion pertaining to the CI falling below a 3.0 will trigger a review of the site and CI. Once an area of deficiency is identified by the ACCE, the PD will be notified and a plan of action determined. This will require input from the student with specific examples. Next, the SCCE of the facility shall be contacted with this information. Jointly a clinical instructor development plan may be created and implemented. In the event the CI continues to fall below the threshold upon completion of the development plan, that CI will be removed as an approved clinical instructor for this

program. Additionally, if the clinical facility is not willing to support and participate in a development plan, the ACCE and PD may determine the need to remove the PT or PTA as a clinical instructor for the program.

In the event a trend is seen among multiple clinical faculty members or clinical sites for specific criterion through the assessment process, a more expansive plan will be developed. Such a plan shall include programming and educational support for presentation to all clinical education sites and faculty. Examples of such programming may include in-services related to educational topics/content, online availability for power point lectures, PTA course auditing ability for CI's, and hosting of a CE course with limited seats provided at reduced cost to clinical education faculty (CI's and SCCE's).

Please remember... the ACCE is always willing to assist with any challenges you experience with this process!

Lackawanna College PTA Program
Appendices for Clinical Education Handbook

- A. APTA Document: Use of Students Under Medicare Part B
- B. Standards of Ethical Conduct for the PTA
- C. CIET
 - i. Progressive Scoring Rubric for CIET
 - ii. Completing the CIET training for Students
 - iii. Completing the CIET training for CIs
 - iv. CIET Operational Definitions
 - v. CIET Instructions
- D. Student Specific Tools
 - i. Written Request for Clinical Affiliation Form
 - ii. Site Specific Request Form
- E. Forms on EXXAT
 - i. Please contact the ACCE

Appendix A: APTA Document: Use of Students Under Medicare Part B (Updated May 2019)

The purpose of this document is to provide clarification on the circumstances under which physical therapy students may participate in the provision of outpatient therapy services to Medicare patients, and whether or not such services are billable under Medicare Part B. Specifically, this document addresses student participation in the provision of services in the following settings: private practice physical therapy offices, rehabilitation agencies, comprehensive outpatient rehabilitation facilities (CORFs), skilled nursing facilities (SNFs) (Part B), outpatient hospital departments, and home health agencies (Part B).

Background

CMS issued a program memorandum, (AB-01-56) on the provision of outpatient therapy services by therapy students on April 11, 2001. In this program memorandum (<http://www.cms.hhs.gov/Transmittals/downloads/AB0156.pdf>), CMS provided answers to frequently asked questions regarding payment for the services of therapy students under Part B of the Medicare program.

In response to inquiries from the American Speech Language Hearing Association (ASHA), CMS issued a follow-up letter dated November 9, 2001, to ASHA in which they further clarified the policy on payment of student services that they outlined in the Q and A program memorandum. On January 10, 2002 CMS also issued a similar letter to AOTA on the subject. The follow-up letters to ASHA and AOTA were not intended to signify a change in the policy issued in the program memorandum; they were merely intended to provide further clarification.

Specifically, in the program memorandum (AB-01-56), CMS stated, in part, that "services performed by a student are not reimbursed under Medicare Part B. Medicare pays for services of physicians and practitioners (e.g. licensed physical therapists) authorized by statute. Students do not meet the definition of practitioners listed in the statute." Regarding whether services provided by the student with the supervising therapist "in the room" can be reimbursed, CMS stated that "Only the services of the therapist can be billed to Medicare and be paid. However, the fact that the student is "in the room" would not make the service unbillable. Medicare would pay for the services of the therapist." In response to another question, CMS stated that "the therapist can bill for the direct services they provide to patients under Medicare Part B. Services performed by the therapy student are not payable under Medicare Part B."

In the letter to ASHA, CMS once again restated, in order to be paid, Medicare Part B services must be provided by practitioners who are acting within the scope of their state licensure. CMS further described circumstances, under which they consider the service as being essentially provided directly by the qualified practitioner, even though the student has some involvement. Such services would be billable. Specifically, CMS states:

"The qualified practitioner is recognized by the Medicare Part B beneficiary as the responsible professional within any session when services are delivered."

"The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment."

"The qualified practitioner is present in the room guiding the student in service delivery when the student is participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time."

"The qualified practitioner is responsible for the services and as such, signs all documentation (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician's services, not for the student's services)."

In response to a request from AOTA, CMS issued a summary of their understanding of the typical scenario involving students for which occupational therapists seek payment. The information provided in this letter mirrors what was stated in the letter provided to ASHA.

Acceptable Billing Practices

Based on the information provided by CMS and MedPAC, it is possible for a physical therapist to bill for services only when the services are furnished jointly by the physical therapist and student. APTA recommends that physical therapists consider the following factors in determining whether or not a physical therapist may bill Medicare Part B for a service when the therapy student is participating in the provision of the service.

- Physical therapists should use their professional judgment on whether or not a service is billable, keeping in mind the importance of integrity when billing for services.
- Physical therapists should distinguish between the ability of a student to provide services to a patient/client from the ability to bill for student services provided to Medicare Part B patients. A student may provide services to any patient/client provided it is allowable by state law. This does not mean, however, that the services provided by the student are billable to Medicare, Medicaid, or other private insurance companies.
- As CMS states, only services provided by the licensed physical therapist can be billed to Medicare for payment. Physical therapists should consider whether the service is being essentially provided directly by the physical therapist, even though the student has some involvement in providing the care. In making this determination, the therapist should consider how closely involved they are involved in providing the patient's care when a student is participating. The therapist should be completely and actively engaged in providing the care of the patient. As CMS states in their letter, "the qualified practitioner is present in the room guiding the student in service delivery when the student is participating the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time." The therapist should direct the service, make the skilled judgment, and be responsible for the assessment and treatment. There should be checks and balances provided by the physical therapist throughout the entire time the patient/client is being managed.
- The physical therapist should ask him-or herself whether the billing would be the same whether or not there is a student involved. The therapist should not bill beyond what they would normally bill in the course of managing that patient's care. The individual therapist or the employer should not benefit financially from having the student involved in the clinical experience in the practice or facility.

Conclusion

It is crucial that physical therapists be aware of and comply with Medicare regulations governing the circumstances in which physical therapy students may participate in the provision of physical therapy services. CMS has clearly stated its policy that student services under Part B are not billable, and that only services provided to Medicare beneficiaries by the PT may be billed. APTA will continue to work to ensure that physical

therapy students receiving the clinical training they need in order to provide valuable, high-quality physical therapy services to patients/clients.

Appendix B: Standards of Ethical Conduct for the PTA

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

(Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.

- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

(Core Values: Collaboration, Duty, Excellence, Integrity)

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public.

(Core Value: Integrity)

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients and clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually. 4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

(Core Values: Accountability, Duty, Social Responsibility)

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.

- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

(Core Value: Excellence)

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- 6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients and clients and society.

(Core Values: Integrity, Accountability)

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org

Appendix C-iv.

Progressive Scoring Rubric for CIET

This document is intended to designate the expected level of performance for Lackawanna College PTA students during different clinical experiences. Please note that this is meant to be used in conjunction with the CIET grading tool and that the levels below are the *minimal* expectations for each clinical experience.

**If students are working with very specific, complex populations or in unique settings, they may score slightly lower than the designations below. If that is the case, please support the scores with comments to show that the student is meeting expectations commensurate with their experience in that setting.*

| Criteria ("*" indicates red flag item) | Clinical Education I (PTA 200) | Clinical Education II (PTA 230) | Clinical Education III (PTA 240) | Comments |
|--|---|---|---|---|
| PTA CIET Professional Behaviors: Communication Skills | | | | |
| *Safety | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | As a "red flag" student may "fail" clinical for not achieving the scoring range on only this criterion. |
| *Professional Ethics | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | As a "red flag" student may "fail" clinical for not achieving the scoring range on only this criterion. |
| *Initiation | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | As a "red flag" student may "fail" clinical for not achieving the scoring range on only this criterion. |
| *Communication Skills | Most of the time(for ALL ITEMS under this criteria) | Most of the time or Always(for ALL ITEMS under this criteria) | Always(for ALL ITEMS under this criteria) | As a "red flag" student may "fail" clinical for not achieving the scoring range on only this criterion. |
| PTA CIET Patient Management Skills | | | | |
| Data Collection | Well Below to Below | At that Level for Familiar Patients | At that Level for All Patients | |
| Interventions | Well Below to Below | At that Level for Familiar Patients | At that Level for All Patients | |
| % of Expected Entry Level PTA Caseload | | | | |
| % of Caseload | 25% | 50%-75% | 100% | |

It is important to note that *there is no minimal cutoff score* for the **Global Rating Scale** component of the CIET. Therefore, this is separate from and not represented on the progressive scoring rubric. This scale is merely an accessory tool to show the longitudinal growth of the student and recognize CI/student agreement/disagreement. This scale is *NOT intended to be utilized as a standalone measure* to determine

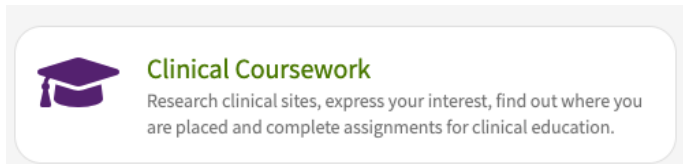
satisfactory/unsatisfactory performance or be valued as much as the individual assessment items with associated comments above.

Appendix C-v.

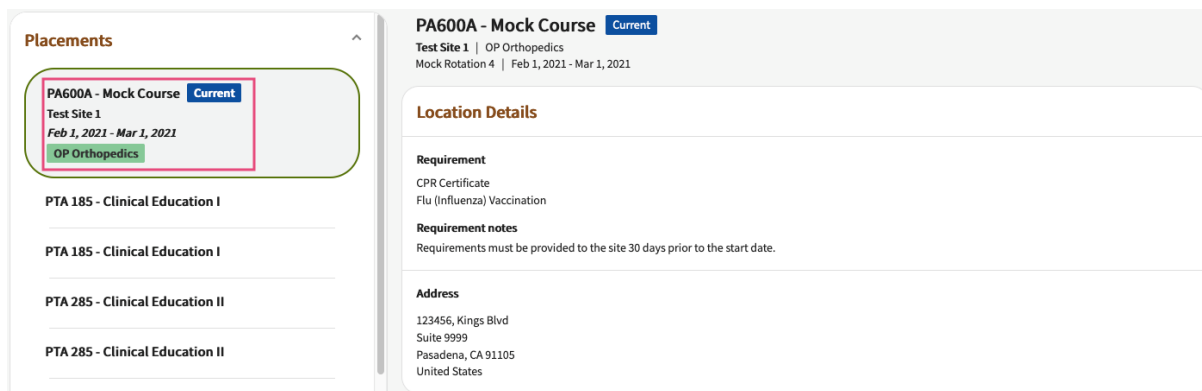
Completing the CIET Training for Students

Your school is using the CIET evaluation which you will complete during a clinical experience. If this is your first time using the CIET, you will have to complete a training before you can get started.

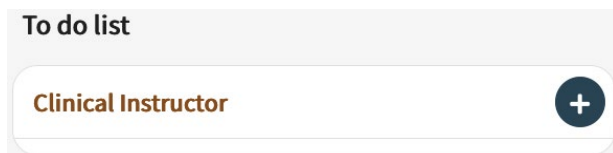
1. To complete the training, go to Clinical Coursework



2. Select the current placement from the left side that you want to fill in CIET for.



3. Scroll down on the right side until you find the section called Evaluations. In this Section you will see an option to click on CIET.
 - a. Note: before you start your CIET you should enter a CI. To add a CI, click on the + Icon



4. Click on the link for the CIET which will say "Get Started" in the status column.

Evaluation

| Form | Date | Status |
|------|------------------------------|-------------|
| CIET | Mid term Due on Mar 11, 2021 | Get Started |
| | Final Due on Mar 31, 2021 | Get Started |

5. You will see a page that looks like this:

← CIET
Mock Rotation 4 • Mock Student2 • Test Site 2 • Acute Care • Feb 1, 2021 - Mar 1, 2021

Instructions

CIET Post Test

Description: Upon successful completion of this assessment, the participant will have completed the required Clinical Internship Evaluation Tool (CIET) training for the use of the tool for the assessment of physical therapy student performance during clinical education experiences.

Instructions: Prior to taking this test, please review the [Clinical Internship Evaluation Tool](#) video. Upon completion of the video, return to this page and complete the test below. For each question, please select the best answer. You must score at least a 15/20 (75%) on this assessment. If your total score is below the minimum score of 75%, please review the video again prior to repeating the assessment. **Do not submit the assessment until you have achieved at least the minimum score.**

[Click here](#) for Validity and Reliability of the CIET
[Click here](#) for CIET Operational Definitions
[Click Here](#) for CIET Instructions

Total score - 0/100 Submit

CIET Training

1. The CIET is designed to compare students to a "competent clinician" based on the clinical setting in which the student is being evaluated. A "competent clinician" is defined as: *

6. Make sure to read the instructions. You will first watch a video ([Video Link](#)) and then complete training. To pass, you must get a 75% (answer 15/20 questions correctly).
7. If you get anything below a 75%, you will get a popup message which shows you your current score.

Your score is 26%. A minimum 75% score is required to pass the test. Please retake the test.

Ok

8. Click Ok and try again.
9. Once you get a passing grade, you'll get another validation message. Click Ok. You'll be redirected to the CIET form.

You scored 78% on the test. Click OK to continue.

Ok

Appendix C-vi.

Completing the CIET Training for CI's

- If this is your first time using the CIET, you will have to complete the CIET Training.
 - When the student completes their portion of the CIET, once they submit, you will receive an email.
 - Once you click on the link, you will be asked if you have completed the CIET Training.

- Click No (only if this is your first time using the CIET).
 - You'll then complete the training.

- Open the instructions to access to the following resources:
 - [Clinical Internship Evaluation Tool Video](#)
 - [Validity and Reliability of the CIET](#)
 - [CIET Operational Definitions](#)
 - [CIET Instructions](#)

- Please note you need a 75% (15/20 questions correct) to pass the training.

- Once you have submitted your responses, click Submit. If you get anything below a 75%, you will get a popup message which shows you your current score.
 - Click Ok and try again.
 - Once you get a passing grade, you'll get another validation message. Click Ok. You'll be redirected to the CIET form.

Appendix C-vii.

Operational Definitions for Using the CIET

Types of Patients

1. Familiar presentation: Could include any of the following: a patient diagnosis/problem that is seen frequently in your setting, a patient with a diagnosis that the student has evaluated and treated more than once, a diagnosis that was specifically covered in the student's didactic curriculum, a patient who does not have a complex medical history or complicated course of care for this episode of care in physical therapy.

2. Complex presentation: Could include a patient problem/diagnosis that is rarely seen, a patient problem/diagnosis that the student did not cover in their didactic curriculum, a patient diagnosis that is rarely seen in this clinic, or the patient who has had a complicated course of care for the present episode of care or a complex medical history.

Level of Clinical Instructor Support

1. Guidance: Student is dependent on the CI to direct the evaluation/patient treatment; either the CI is present throughout the patient interaction or the student needs to discuss with the CI after each step of the evaluation and treatment.

2. Supervision: Student is able to carry out the evaluation and treatment but needs to be monitored to correct minor errors in technique or to facilitate decision making. The student is able to make the correct clinical decisions with only a few verbal cues/suggestions from the CI. The CI is not directing their decision making.

3. Independent: A student is considered "independent" if they are directing the evaluation and treatment and getting an effective outcome. If a student is coming to the CI for consultation about a patient's evaluation or plan of care, or clarifying a clinical decision, this is not considered "Supervision". When the student is at the "independent" level of CI support for an item on the Patient Management Scale, the student is demonstrating the skills of a competent clinician.

Patient Management Skills

1. Well Below: Student requires Guidance from their clinical instructor to complete an item for all patients.

2. Below: Student requires supervision and/or has difficulty with time management while completing the item for all patients. The student could continue to require Guidance for the patient with a more complex presentation while only needing Supervision with the patient with a familiar presentation.

3. At That Level for Familiar Patients: Student is independently managing patients with a familiar presentation; they are at the level of a competent clinician with these patients when performing an item. Students require Supervision to manage patients with a complex presentation and they are below the level of a competent clinician for these patients.

4. At That Level for all Patients: Student is independently managing both patients with a familiar presentation and patients with a complex presentation. Student can carry an appropriate caseload for your clinic and achieve an effective outcome with patients. The student is at the level of a competent clinician in your setting.

5. Above: Student is performing above the level of a competent clinician in your clinic. Clinical skills are highly effective and demonstrate the most current evidence in practice. The student can carry a higher than expected caseload. The student actively seeks out and develops independent learning opportunities. The student serves as a mentor to other students and provides resources to the clinical staff.

Appendix C-viii.

Clinical Internship Evaluation Tool (CIET) Instructions

Introduction

When the University of Pittsburgh's Department of Physical Therapy was developing the CIET they recognized that in the present-day health care environment, a student graduating from an entry-level physical therapy program must be ready to "hit the ground running." The graduate should be able to skillfully manage patients in an efficient manner while achieving an effective outcome. For this tool to be an effective and reliable measure, students must be rated against the standard of a competent clinician who meets the above criteria.

Using the Form

This form is composed of two sections. The first section, *Professional Behaviors*, evaluates Safety, Professional Ethics, Initiative, and Communication Skills in the clinic. Safety behaviors address whether the student is following all health and safety precautions required at your facility along with taking any other measures needed to maintain both the patient's safety and their own safety. Professional Ethics addresses the student's knowledge of, and compliance with, all rules, regulations, ethical standards, legal standards, and their professional appearance and conduct in the clinic during all interactions. Initiative addresses the student's ability to maximize all opportunities for learning during their clinical affiliation, begin to problem solve independently, seek out, accept, and implement constructive criticism, and develop teamwork and flexibility in the clinical setting. Communication Skills looks at both their ability to verbally communicate with patients, families, and other healthcare professionals along with their written skills with documentation, home programs, and other required paperwork.

When evaluating the student on *Professional Behaviors*, the frequency of appropriate behavior is the construct being measured. The occurrence of the appropriate behavior is rated as: *Never* (0% occurrence), *Rarely*, *Sometimes* (50% occurrence), *Most of the Time*, or *Always* (100% occurrence). From the onset of the fieldwork experiences, our expectation is that the student shows safe, professional behavior and demonstrates a great deal of initiative. Note that you cannot mark "Not Observed" on these behaviors. You may mark "not observed" for Communication Skills if the student has not had the opportunity to demonstrate a particular skill. For instance, if the student has had no opportunity to communicate with other professionals this would be "not observed." Please use the "comments" section to explain a low mark or provide additional feedback to the student.

The second section, *Patient Management* evaluates the student's ability to efficiently manage a patient with an effective outcome. It is divided into four sections, Examination, Evaluation, Diagnosis/Prognosis, and Intervention. These elements of patient management are defined in the APTA Guide to Physical Therapist Practice. The examination includes all aspects of gathering data from the patient including obtaining a history, a systems review, and performing tests and measures. The evaluation is the analysis and synthesis of the data gathered in order to determine a diagnosis and plan of care for the patient. The student should demonstrate the development of their critical thinking skills during the evaluation process of patient management including determining the patient's impairments and functional limitations. Diagnosis/Prognosis involves all aspects of developing a plan of care for the patient including determining a diagnosis for physical therapy management (not the medical diagnosis), determining the prognosis or outcome for this episode of physical therapy care, determining the appropriate frequency and duration of care including criteria for discharge, and determining the

appropriate treatments. Intervention includes the student's ability to apply the treatments, perform patient/family education, monitor the patient's response to treatment and adapt accordingly, and recognize when the outcome has been reached. For all areas of patient management, the student should be using the best available evidence in their decision making. When evaluating the student's *Patient Management* skills, please keep in mind that the student should be compared to a 'competent clinician who skillfully manages patients in an efficient manner to achieve an effective outcome'. This form is designed for use with all patient types, and in any clinical setting, thus the student should be evaluated based on your clinic population and the expectation for productivity/efficiency in your specific clinic. In considering the student's scores for their Patient Management skills, please review the operational definitions which are presented as an additional resource.

Please use the comment page for specific areas of concern and/or positive feedback.

On the last page you are asked to make a global rating about how the student compares to a competent clinician on a scale from 0 to 10. The bottom of the scale indicates a student *Well Below a Competent Clinician* and the top of the scale represents a student *Above a Competent Clinician*.

On the last page please also indicate whether the student is performing at a satisfactory level for their current level of education. Please let the DCE know immediately if there is a problem in any area of **Professional Behaviors** or the student is not meeting the expected goals in a timely manner. In the comment section, please explain a *No* response and give an overall summary of the student's performance.

References

1. American Physical Therapy Association. Guide to Physical Therapist Practice, ed. 2. Physical Therapy 81[1]. 2001
2. Sackett et al. Clinical Epidemiology A Basic Science for Clinical Medicine. 1991.
3. World Health Organization (2001) International Classification of Impairments, Disabilities and Health. Geneva: World Health Organization.

Appendix D: Student Specific Tools

D-i.

Lackawanna College PTA Program Written Request for Out of Area Clinical Affiliation

This form must be completed in order to request out of area clinical affiliation and submitted to the program ACCE. For request for out of area clinical for PTA 200: Clinical Education 1, submissions must be received **prior** to the end of fall semester of first year within the program (Semester #1 of PTA program). For request of out of area sites for PTA 230/240: Clinical Education 2/3, submissions must be received **prior** to end of spring semester of first year within the program (Semester #2 of PTA program).

Student Name: _____

Date Submitted: _____

Justification for request for out of area clinical affiliation (may include reasons such as have family in the area, looking to relocate to this area after graduation, etc.)

Location requesting to complete clinical affiliation (town/city, state): _____

Please list 3 possible facilities within the requested area (including name of facility, address and contact information) for ACCE to investigate.

1.

2.

3.

****To note: the SPTA is NOT to contact any potential affiliation facilities on their own.*** Please refer to the policy in the *PTA Program/PTA Clinical Education Handbooks* for details. If this occurs, the ACCE reserves the right to no longer follow through with this specific request for this student.

*****It is important that the student recognizes that once clinical site is requested, there is NO GUARANTEE that the clinical site will offer student placement. This is out of the control of the ACCE and the PTA Program***

***Regardless of the outcome of the request, the student must fill out the Wish List on EXXAT

*The above student also recognizes that their must complete the additional Practice Act questionnaire pertaining to any out of state requests (please refer to attached form).

Appendix D-ii.
Lackawanna College PTA Program
Site Specific Request Form

This form must be completed in order to request a specific clinical affiliation site and submitted to the program ACCE. For request for a specific clinical for PTA 200: Clinical Education 1, submissions must be received prior to the end of fall semester of first year within the program (Semester #1 of PTA program). For request of specific clinical site for PTA 230/240: Clinical Education 2/3, submissions must be received prior to end of spring semester of first year within the program (Semester #2 of PTA program).

Student Name: _____

Specific Clinical Site Requested: _____

Location of clinical affiliation (town/city, state): _____

Date Submitted: _____

Justification for request for this specific clinical:

*To note: the SPTA is NOT to contact any potential affiliation facilities on their own. Please refer to the policy in the PTA Program/PTA Clinical Education Handbooks for details. If this occurs, the ACCE reserves the right to no longer follow through with this specific request for this student.

**It is important that the student recognizes that once clinical site is requested, there is NO GUARANTEE that the clinical site will offer student placement. This is out of the control of the ACCE and the PTA Program

***Regardless of the outcome of the request, the student must fill out the wish list on EXXAT