THE CLINICAL INSTRUCTOR (CI) DEMONSTRATES CLINICAL COMPETENCE, AND LEGAL AND ETHICAL BEHAVIOR THAT MEETS OR EXCEEDS THE EXPECTATIONS OF MEMBERS OF THE PROFESSION OF PHYSICAL THERAPY.

1. One year of clinical experience
2. The CI is a competent physical therapist or physical therapist assistant.
	1. The CI demonstrates a systematic approach to patient/client care using the patient/client management model described in the Guide to Physical Therapist Practice
	2. The CI uses critical thinking in the delivery of health services
	3. Rationale and evidence is provided by:
		1. The physical therapist for examination, evaluation, diagnosis, prognosis, interventions, outcomes, and re-examinations
		2. The physical therapist assistant for directed interventions, data collection associated with directed interventions, and outcomes
	4. The CI demonstrates effective time-management skills.
	5. The CI demonstrates the core values associated with professionalism in physical therapy
3. The CI adheres to legal practice standards.
	1. The CI holds a valid license
	2. The CI provides physical therapy services that are consistent with the respective state/jurisdictional practice act and interpretive rules and regulations
	3. The CI provides physical therapy services that are consistent with state and federal legislation, including, but not limited to, equal opportunity and affirmative action policies, HIPAA, Medicare regulations regarding reimbursement for patient/client care where students are involved, and the ADA
		1. The CI is solely responsible for ensuring the patient/client is aware of the student status of any student involved in providing physical therapy services
4. The CI demonstrates ethical behavior
	1. The CI provides physical therapy services ethically as outlined by the clinical education site policy and APTA’s Code of Ethics, Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Professional Conduct, Guide for Conduct of the Physical Therapist Assistant, and Guide to Physical Therapist Practice.

THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS

1. The CI uses verbal, nonverbal, and written communication skills and information technology to clearly express himself or herself to students and others
	1. The CI and student(s) collaborate to develop mutually agreed-on goals and objectives for the clinical education experience
	2. The CI provides feedback to students
	3. The CI demonstrates skill in active listening
	4. The CI provides clear and concise communication
2. The CI is responsible for facilitating communication
	1. The CI encourages dialogue with students
	2. Provide dedicated time to review goals and provide feedback
		1. The CI provides time and a place for ongoing dialogue to occur
		2. The CI provides dedicated time to review the PTA CPI at the midterm and completion of the clinical experience
	3. The CI initiates communication that may be difficult or confrontational
	4. The CI is open to and encourages feedback from students, clinical educators, and other colleagues

THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS

1. The CI forms a collegial relationship with students
	1. The CI models behaviors and conduct, and instructional and supervisory skills that are expected of the physical therapist/physical therapist assistant and demonstrates an awareness of the impact of this role modeling on students
	2. The CI promotes the student as a colleague to others
	3. The CI demonstrates cultural competence with respect for and sensitivity to individual and cultural differences
	4. The CI is willing to share his or her strengths and weaknesses with students
2. The CI is approachable by students
	1. The CI demonstrates unconditional positive regard for the student
	2. The CI assesses and responds to student concerns with empathy, support or interpretation, as appropriate
3. The CI represents the physical therapy profession positively by assuming responsibility for career and self-development and demonstrates this responsibility to the students
	1. The CI participates in activities for development, such as continuing education courses, journal clubs, case conferences, case studies, literature review, facility-sponsored courses, post-professional/entry-level education, area consortia programs, and active involvement in professional associations including APTA

THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS

1. The CI demonstrates a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.
2. The CI collaborates with students to plan learning experiences
	1. Based on that plan, the CI implements, facilitates, and evaluates learning experiences with students
	2. Learning experiences should include both patient/client interventions and patient/client practice management activities (such as documentation, scheduling, billing, etc.)
3. The CI demonstrates knowledge of the student's academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience
4. The CI recognizes and uses the entire clinical environment for potential learning experiences, both planned and unplanned
5. The CI integrates knowledge of various learning styles to implement strategies that accommodate students' needs
6. The CI sequences learning experiences to promote progression of the students' personal and educational goals
	1. The CI monitors and modifies learning experiences in a timely manner based on the quality of the student's performance

THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS

1. The CI supervises the student in the clinical environment by clarifying goals, objectives, and expectations
	1. The CI presents clear performance expectations to students at the beginning and throughout the learning experience
	2. Goals and objectives are mutually agreed-on by the CI and student
2. Feedback is provided both formally and informally
	1. To provide student feedback, the CI collects information through direct observation and discussion with students, review of the students' patient/client documentation, available observations made by others, and students' self-assessments
	2. The CI provides frequent, positive, constructive, and timely feedback
	3. The CI and students review and analyze feedback regularly and adjust the learning experiences accordingly
3. The CI performs constructive and cumulative evaluations of the students' performance
	1. The CI and students both participate in ongoing formative evaluation
	2. Cumulative evaluations are provided at least at midterm and at the completion of the clinical education experience and include student self-assessments
4. The CI participates in planning/modifying the internship when student is not meeting or is exceeding clinical performance expectations
	1. When indicated, the CI uses adjunct documentation to describe student’s performance, such as weekly/summary planning forms, anecdotal record, critical incident report, and learning development plans
	2. The CI contacts the CCCE and/or ACCE when there are concerns with a student’s clinical performance

THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS

1. The CI articulates observations of students' knowledge, skills, and behavior as related to specific student performance criteria
	1. The CI completes PTA CPI training prior to beginning of clinical experience
	2. The CI familiarizes herself or himself with the student's evaluation instrument prior to the clinical education experience
	3. The CI recognizes and documents students' progress, identifies areas of entry-level competence, areas of distinction, and specific areas of performance that are unsafe, ineffective, or deficient in quality
	4. Based on areas of distinction, the CI plans, in collaboration with the CCCE and the ACCE, when applicable, activities that continue to challenge students' performance
	5. Based on the areas identified as inadequate, the CI plans, in collaboration with the CCCE and ACCE, when applicable, remedial activities to address specific deficits in student performance
2. The CI demonstrates awareness of the relationship between the academic program and clinical education site concerning student performance evaluations, grading, remedial activities, and due process in the case of student failure
3. The CI demonstrates a constructive approach to student performance evaluation that is educational, objective, and reflective and engages students in self-assessment (e.g., problem identification, processing, and solving) as part of the performance evaluation process
4. The CI fosters student evaluations of the clinical education experience, including learning opportunities, CI and CCCE performance, and the evaluation process.