

<b>Selected PT and PTA Criteria Related to Clinical Education</b>	
2006 PT Criteria	2002 PTA Criteria
P-4. There is an ongoing, formal program assessment process. The assessment process: (1) uses information from professional standards and guidelines and institutional mission and policies; (2) uses data related to program mission, goals, and expected program outcomes, program policies and procedures, individual core faculty, collective core faculty, clinical education faculty, associated faculty, communication, resources, admissions criteria and prerequisites, curriculum plan, clinical education program, and expected student outcomes; (3) identifies program strengths and weaknesses; (4) includes considered judgments regarding need for change; and (5) includes steps to achieve the changes, with anticipated dates of completion.	4.1. Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program that includes, but is not limited to, the following: 4.1.6. clinical education program
F-17. The ACCE/DCE determines if the clinical education faculty are meeting the needs of the program. This determination is based at a minimum on the assessment, in collaboration with the CCCE, of the clinical education provided by CIs who supervise the same student for at least 160 hours in a given academic year.	1.3.3. Policies and procedures exist which support the practice of ongoing planned program faculty development activities directed toward improving program faculty effectiveness. Program faculty development activities are based on program faculty and program needs identified in evaluative processes and are described for: 1.3.3.2. clinical education faculty  4.1. Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program that includes, but is not limited to, the following: 4.1.12. clinical education faculty
F-23. The clinical education faculty (CCCEs and CIs) have a minimum of 1 year of clinical experience and demonstrate clinical competence in the area of practice in which they are providing clinical instruction.	2.2.4. The clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers.
F-24. The clinical education faculty (CCCEs and CIs) demonstrate the ability to be effective clinical teachers, including the ability to assess and document student performance, including deficits and unsafe practices.	2.2.4. The clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers.
F-25. The responsibilities of the clinical education faculty (CCCEs and CIs) are delineated and communicated to them and to other program faculty, as needed. The participation of clinical education faculty in program activities and curriculum review is consistent with institutional policy and with their level of participation in the program.	1.3.2. The rights and privileges of the clinical education faculty are commensurate with those with similar appointments within the institution. These rights and privileges are communicated to the clinical education faculty.

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<p>CP-4. There is ongoing and formal evaluation of the clinical education program.</p>	<p>4.1. Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program that includes, but is not limited to, the following:</p> <p>4.1.6. clinical education program</p> <p>4.1.10. core faculty</p>
<p>CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:</p> <ul style="list-style-type: none"> <li>a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;</li> <li>b) Practice in settings representative of those in which physical therapy is commonly practiced;</li> <li>c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;</li> <li>d) Opportunities for involvement in interdisciplinary care; and</li> <li>e) Other experiences that lead to the achievement of expected student outcomes.</li> </ul>	<p>2.7.3. Clinical education experiences are of sufficient quality, quantity and variety to prepare students for their responsibilities as physical therapist assistants.</p> <p><b>3.3.3.2. Clinical experiences selected by the program provide students with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting.</b></p>