Program Handbook

PHYSICAL THERAPIST ASSISTING TECHNOLOGY

Last Update: Effective July 2025

The information on this version of the Physical Therapy Assisting Technology Program Handbook Is subject to change without notice. This handbook Is a program resource and not Intended to contain all policies and regulations applicable to students.

Cuyahoga Community College®

18.1142

Introduction

The purpose of this handbook is to inform and guide students on program specific requirements and expectations.

The Cuyahoga Community College Board of Trustees, Faculty and Administration reserve the right to change, at any time, without notice, graduation requirements, tuition, books, fees, curriculum, course structure and content, and such other matters within its control, including information set forth in this handbook.

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Section I – Welcome Letter

Dear Physical Therapist Assisting Student:

Welcome to Cuyahoga Community College and the Physical Therapist Assisting Program at the Metropolitan Campus! The Physical Therapist Assisting Program, along with the College of Nursing and Health Careers, are here to support you during this learning process. It is our hope that you will find the PTA program both educational and enjoyable.

The PTA Program sequence ensures that you will learn skills, gain knowledge, and develop professional behaviors that enable you to enter into a challenging career with many opportunities. As you pursue your professional goals, trust that we are here to help you succeed. It is your responsibility to seek help early by letting us know when there is a problem or concern. Cuyahoga Community College has numerous resources available to assist you along the way.

This Handbook serves to provide students enrolled in the PTA Program complete, accurate and current information about the program and its policies and procedures for successful completion of the program. Any information contained herein is subject to change and program students will be notified of any approved modifications, deletions or significant changes as they are published.

We wish you success!

Christopher Headrick, PT, DPT
Program Director

Section II – Program Description

1. Mission, Vision and Philosophy

The College Mission:

Mission

To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs —that promote individual development and improve the overall quality of life in a multicultural community.

Vision

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

The Physical Therapist Assisting Program Mission and Philosophy:

Mission

The PTA program is dedicated to providing students with the knowledge, skills and attitudes necessary to become confident, innovative and contributing physical therapist assistants. The program strives to develop students to assume a responsible role in society and a concern for all persons that is best met by combining technical education with the basic liberal arts education that is provided within the community college framework.

Philosophy

The PTA program is committed to educating students who believe in the dignity of the individual and specifically in the right of the individual to receive skilled comprehensive health care in times of illness or impaired function and who will participate in delivering such skilled health care as a competent physical therapist assistant working under the direction of the physical therapist. This educational process must foster leadership abilities and collaborative relationships within a changing healthcare environment that includes a dedication to lifelong learning, ethical values consistent with the profession, and service to a multicultural community.

2. Program History

The Tri-C Physical Therapist Assisting Program is located at the Metropolitan Campus of Cuyahoga Community College. This was the first Physical Therapist Assistant program in the State of Ohio and the tenth program in the nation. The program received initial accreditation in 1971 and has maintained its accredited status since that time.

The program is a two-year integrated program that leads to an Associate of Applied Science degree. The curriculum model we follow includes a series of organized, sequential, and integrated learning experiences that are based on a simple to complex and a normal to abnormal intervention approach based on the American Physical Therapy Association's Guide to Physical Therapist Practice. It includes general education and basic sciences such as English, psychology, anatomy and physiology, as well as physical therapy techniques and skills.

The variety of carefully planned clinical experiences afforded throughout Northeast Ohio allow our students to implement classroom theory and also affords exposure to many areas of contemporary practice from some of the experts in our field. Tri-C also has a Preventative Care Center (PCC) housed on our Metropolitan Campus that provides our PTA students early access, with hands on application of therapy skills, to participants from the surrounding community who are in need of physical therapy services.

3. Core Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment.
http://www.tri-c.edu/policies-and-procedures/documents/3354-1-42-01-college-policy-on-affirmative-action-inclusive-excellence-equal-opportunity-discrimination-and-harassment.pdf

The PTA Program endorses the Core Values of the American Physical Therapy Association (APTA)

The core values guide the behaviors of physical therapists (PTs) and physical therapist assistants (PTAs) to provide the highest quality of physical therapist services. These values imbue the scope of PT and PTA activities. The core values retain the PT as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the PTA as the only individual who assists the PT in practice, working under the direction and supervision of the PT. The core values are defined as follows:

- **Accountability:** Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
- **Altruism:** Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
- **Collaboration:** Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
- **Compassion and Caring:** Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- **Duty:** Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.
- **Excellence:** Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
- **Integrity:** Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
- **Social Responsibility:** Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

4. Description of the Profession

The Physical Therapy Profession and the Role of the PTA

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Restore, maintain, and promote not only optimal physical function, but also optimal wellness and fitness and optimal quality of life as it relates to movement and health assisted by PTAs when appropriate.
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

The terms "physical therapy" and "physiotherapy," and the terms "physical therapist" and "physiotherapist," are synonymous. The terms "physical therapist assistant" and "physical therapy aide or technician" are not synonymous. PTAs complete an intensive education culminating in an associate degree. Aides and technicians are on-the-job trained and not eligible to provide physical therapy by many payers, including Medicare.

Physical therapist assistants (PTAs) work as part of a team to provide physical therapy services under the direction and supervision of the physical therapist. PTAs implement selected components of patient/client interventions (treatment), obtain data related to the interventions provided, and make modifications in selected interventions either to progress the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort.

PTAs assist the physical therapist in the treatment of individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives.

The physical therapist is responsible for the services provided by the PTA. Physical therapists (PTs) are health care professionals who examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles.

PTAs provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. PTAs must graduate from a CAPTE-accredited PTA program and licensure or certification is required in most states in which a PTA works.

5. Program Admission

https://www.tri-c.edu/programs/health-careers/physical-therapist-assistant/documents/ptaapplication-process.pdf

6. Professional Memberships

The American Physical Therapy Association (APTA) can be reached at:

3030 Potomac Avenue, Suite 100 Alexandria,
VA 22305-3085
Phone: 800-999-2782
Web address: www.apta.org

The association is the principle membership organization that stands for and promotes the profession of physical therapy. Its mission is to further the profession's role in the prevention, diagnosis and treatment of movement dysfunctions and the enhancement of the physical health and functional abilities of members of the public.

As a student, you are strongly encouraged to join the association, which offers some of the following benefits:

- Career guidance
- Member discounts
- Mentoring program
- Scholarships and internships
- Legislative representation at national and local levels
- An e-newsletter for students

As a student member, you also receive a discount for the cost of the first and second year membership after you graduate. You will have access to the Student Assembly's web site, the experts, information and great networking abilities that will help you succeed including the National Student Conclave.

7. Program Faculty and Staff

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Section III – Program Expectations

1. Professional Standards

As a Health Career student, you are a representative of the Program and the College. It is expected that you will show courtesy and respect for the administrative officers, faculty, support staff, employees and students in your personal contacts. Professional behavior is expected in all program activities on and off campus. This includes but is not limited to the following: classroom, laboratory, Preventative Care Centers, clinical experiences, field trips and all hallways and common areas on campus.

A. Follow with accuracy the policies and procedures of the physical therapy department to ensure safe and ethical practice.
B. Adhere to the American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant and the Guide to Physical Therapist Practice.
C. Recognize the physical therapist assistant's role in the delivery of health care services. This includes regulations for supervision.
D. The Tri-C Physical Therapist Assisting Program has adopted the use of *Professional Behaviors. Professional behaviors are attributes, characteristics, or behaviors that are not explicitly part of

the professions core of knowledge and technical skills but are required for success in the profession. Student progress in the development of these behaviors will be assessed in the first and second year of the program.

At the completion of the program, the student is expected to demonstrate entry-level competency in each of the ten categories. The ten categories are:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

A full description of the Behavioral Criteria for the ten Professional Behaviors categories is located under Program Information by clicking Program Professional Behaviors.

**Originally developed by the Physical Therapy Program, University of Wisconsin-Madison, May, et al (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9(1), 3-6.* Updated 2010.

2. Code of Ethics

A student enrolled in the Physical Therapist Assistant Program is in the beginning phases of a career as a Licensed Physical Therapist Assistant and should be aware of and adhere to the professional and ethical code of the Physical Therapy profession. In addition to the Student Code of Conduct, students within the PTA Program are also expected to follow the applicable code of ethics outlined by the American Physical Therapy Association. The Code of Ethical Conduct for the Physical Therapist Assistant can be found at: https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf Any student found to violate professional and ethical standards may be referred to the college's student code of conduct.

3. Program Learning Outcomes

The Physical Therapist Assistant Program Learning Outcomes can be found at: http://catalog.tri-c.edu/programs/physical-therapist-assisting-technology- aas/#programlearningoutcomestext

4. Professional Attire Requirements

Dress Code

Most facilities will require the student to wear professional business attire. The program polo and khaki or dress pants are acceptable. Blue jeans or similarly styled pants are not permitted. Some facilities may require men to wear a tie. In some settings, the student may be required to wear scrubs. If the student is assigned to a clinical facility that requires a dress code different from that of the College, the student is to adhere to the dress code of that facility.

PTA Program Polo Shirt and Proper Attire: All program students are required to purchase at least one program polo shirt. Proper attire includes: PTA program polo shirt – black, blue or khaki dress slacks – program ID – proper footwear and attention to hygiene, jewelry and hair style. Proper program attire must be worn for all practical exams, off-campus field trips, PCC hours, any program events, AND for any class presentations. Currently, program students are not required to wear the program polo shirt during regular class times.

***Footwear*:** Shoes for students should be flat or low heeled, toes and heels enclosed, comfortable, supportive, and of a conservative color. Athletic shoes are permissible at some clinical sites, but should be a conservative color, and without conspicuous logos and designs. Socks or hosiery of a conservative color must be worn with shoes.

Jewelry: Do not wear excessive and/or dangling jewelry. Modest pierced earrings and wedding bands are permitted, but any other jewelry or body piercing that may be a safety risk to the patient or the student are not permitted. A water-resistant watch with a second hand is also recommended.

***Identification Badge*:** The student should wear the identification badge from first semester of the program. Some facilities may instead require students to wear identification badges provided by the facility.

General Appearance: Cleanliness and neatness, for both you and your clothing, are mandatory for the health care worker in order to present a professional appearance. Students must maintain good personal hygiene. Students should not wear any perfume, cologne, after-shave or hair spray, but deodorant or antiperspirant should be worn. Many patients/clients (especially respiratory patients) may be very sensitive to scents. Students should be aware that the smell of cigarette smoke and spicy foods may be offensive or noxious to some patients and other health care professionals. Hair must be clean, neat, and controlled. Long hair must be worn up off the collar or tied back. Facial hair is acceptable if neat and trimmed. Fingernails are to be clean, cut short, and only clear polish is permitted. No artificial nails are permitted (this includes tips, fiberglass, acrylic and silk wrap). Many facilities will require that tattoos be covered.

Lab Attire: Many of the physical therapist assisting courses have a laboratory component. This may require the student to expose various body parts. Unless otherwise instructed, proper lab dress means comfortable clothing that allows the student to move freely while exposing body areas modestly. Students should wear shorts, sweat pants, short-sleeved, or sleeveless shirt, halter, and supportive, flat heeled shoes with rubber soles. Occasional lab activities will require the wearing of swimsuit/swim trunks. Lab instructor will notify students of any special lab attire. Required lab activities may also occur in other locations than the program laboratory.

5. Student Code of Conduct

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide such an atmosphere that is conducive to education growth and civility, which fosters and protects the mission of the College. College Procedures on Student Conduct: Student Conduct Code and Student Judicial System , and Student Judicial System.

The PTA Program requires that all PTA students conduct him/herself honestly and appropriately in all college, clinical, Preventative Care Center, field trips and laboratory procedures. The student will display appropriate behavior on campus grounds and sponsored events. Violations include but are not limited to: threats, disruption of college operations, theft, academic dishonesty (see below), being under the influence of drugs/alcohol, illegal possession of firearms, use of profane or inflammatory language in verbal or written communication and disorderly conduct. Failure to abide by this Code will result in dismissal from the program.

Academic Dishonesty

Academic honesty is expected. Any act that interferes with the process of evaluation by misrepresenting the relationship between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. These acts of dishonesty include, but are not limited to:

- **Cheating:** This includes, but is not limited to copying from another student's exam, quiz or homework assignment. It also includes turning in work prepared by another, using notes or other resources during tests, taking tests in the presence of or with the help of others, and using search engines or any other course related materials or aides. Cheating takes place in the form of talking or communicating with others during tests in any form or any form of sharing, downloading, or copying old tests. Additional clarification on cheating will include any deceptive act that involves the submission of academic work presented to be one's own when in fact the work was obtained from another source.

- **Plagiarism:** Misrepresenting someone else's words, ideas, or data as one's own original work. Students may avoid plagiarism by fully and consistently crediting the person or persons responsible for the original work, no paraphrasing.

- **Forgery:** Any attempt to misrepresent another person's signature, initials, computer login, or other identifying mark.

- **Fraud:** Acts of dishonesty, which include falsification of documents, fabrication of data and altering solutions, to be resubmitted for a grade or as required documentation of patient treatment at a clinical affiliation or while at the Preventative Care Center.

- **Facilitating Dishonesty:** Actions that assist another person in committing a dishonest act.

This includes the use of any electronic device, including wearable electronic devices. The program requires that all cell phones and other electronic devices be stored in a designated area of the classroom during exams. Failure to abide by this Code will result in failure of the course and dismissal from the program. Students who are dismissed from the program for this type of violation will not be given the opportunity to return to the program. The College and Physical Therapist Assisting program expect all students to adhere to the Student Conduct Code.

6. Health and Physical Requirements

The College establishes standards, personal aptitudes and physical requirements that meet the expectations of employers, field experience locations and/or clinical sites. For the Physical Therapist Assisting Program those requirements include:

- Visual acuity to distinguish colors, read various scales and measurements on instrumentation, read the patient evaluation and medical record and document in the medical chart. The ability to observe for asymmetry, range of motion, tissue texture changes and other items necessary for proper evaluation and treatment integration.
- Manual dexterity, sensation, coordination of both gross and fine motor control, equilibrium, and stamina to work with various pieces of equipment and patient/clients of all body types, sizes and disabilities.
- Strength to perform medium work which is further defined by the U.S. Department of Labor as: "exerting 20 to 50 pounds of force occasionally (up to one-third of the time), and/or 10 to 25 pounds of force frequently (one-third to two-thirds of the time), and /or up to 10 pounds of force constantly to lift, carry, push, pull or otherwise move objects." Use effective body mechanics to avoid self-injury.
- Verbal and written communications skills in standard business English necessary to effectively communicate with patients/clients of all ages and cognitive abilities, instructors, classmates, health care professionals, and the general public. The ability to understand and convey information essential for the safe and effective care of patients in a clear, concise and rapid fashion and use non-verbal commands appropriate for patients who do not understand verbal commands. The ability to relate information to and receive information from patients/clients in a caring, articulate and confidential manner, using eye contact during communication.
- According to the operating procedures of the Health Careers programs, students in health careers programs must become competent in interpersonal and communication skills to effectively interact with diverse population groups. The ability to communicate in English verbally and in writing is basic to the provision of Allied Health services in a safe and effective manner. Write a grammatically correct progress note that includes all elements of acceptable and reimbursable documentation.
- A student placed in ESL courses through the college's ESL Assessment procedure (at the college Assessment Center), will be required to take and pass the Test of English as a Foreign Language (TOEFL) with a minimum score
- Freedom from medical and emotional/behavioral disorders that could limit the ability to efficiently perform the duties required of the profession.
- The emotional health and stability for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, the safe and effective care of patients, and the development of mature, sensitive, and effective relationships with patients, family members and others.
- Ability to follow written and verbal instructions accurately and respond to direction, accept constructive criticism and describe own limitations.
- Capacity for calmness, emotional stability, reasoned judgment, and the ability to react rapidly and appropriately in stressful or emergency situations.
- Adaptability to deal with quick changes in work environment or patient/client status. Ability to prioritize and handle multiple tasks.
- Positive interpersonal skills including cooperation, flexibility, tact, diplomacy, respect, maturity, discretion, honesty, compassion, integrity, motivation and the ability to serve as part of the health care team.

- Enjoy patient/client contact and demonstrate the ability and willingness to work with a multicultural population and persons of all ages.
- A self-directed learner who recognizes that life-long learning is mandatory for the maintenance of health care professional expertise.
- Maintain patient/client confidentiality, observe patient rights and informed consent, and recognize the ethical implications of patient/client care.
- Ability to integrate information, knowledge, skills, and problem solving and apply this to the critical reasoning needed for patient/client treatment and interaction.
- Display a professional image that includes poise, neatness, and good-grooming hygiene.

For more information on health requirements for health programs, this link provides a guide and resources: Health Careers and Nursing Immunization and Health Requirements.

7. Coronavirus / Covid-19 Statement

Follow the link below to the college's COVID information https://www.tri-c.edu/administrative-departments/business-continuity/covid-19/index.html

Section IV – Academic Requirements and Progression

1. Degree Requirements

http://catalog.tri-c.edu/programs/physical-therapist-assisting-technology-aas/#programsequencetext

2. Attendance

Students are expected to adhere to established College, program and course attendance guidelines: Student Rights and Responsibilities - Attendance

Attendance is required in all Physical Therapist Assisting lectures, labs, Preventative Care Center and clinical assignments. Call the instructor when you are unable to report to class or other assigned activity. If you are unable to reach the instructor, call the Program Director.

Program students are also expected to attend and participate in any off-campus course or program activities. This may include field trips to various health care facilities, professional presentations, or promotional or community wellness programs. Students will be advised of these activities in advance by course instructor or Program Director. Transportation to and from these off-campus activities is the responsibility of the student.

3. Absence Policy

Any failure to contact the course instructor or Program Director to report absence or tardiness will be deemed an unexcused absence. When a call to report absence or tardiness is made, it will be at the discretion of the course instructor and or Program Director as to whether the reason for the missed time warrants a valid excuse, so it is best to inquire beforehand. A student may fail a course and be dismissed from the program if the student has had excessive unexcused absences from lecture of more than 25% of course lecture time. Missed class work must be made up at the discretion of the instructor.

Absent or tardy students are held responsible for all handouts, lecture and laboratory materials, including announcements and assignments presented during an absence. An instructor is not required to contact an absent student regarding missed work, or share lecture material from the missed class. It is the student's responsibility to initiate make-up work by contacting the instructor following an absence. Instructor assistance is available upon request.

Since laboratory sessions frequently meet just once a week, the student is encouraged to make every effort not to be absent from lab. Students may only miss ONE laboratory session for an 8-week course and two laboratory sessions for a 16-week course. Unexcused absence from lab beyond the stated times may result in failure of the lab and therefore failure of the course.

Excessive unexcused tardiness demonstrates unprofessional behavior and will result in point deductions, withdrawal from course, or inability to make up missed assignments required for course completion. Students who are tardy more than two times will thereafter receive a ten-point deduction from the final point total for the course for each incidence of tardiness. Point deductions for excessive unexcused tardiness will affect the student's final grade and status in the program.

4. Illness

Students with illnesses that will require them to be absent from class, clinical assignments or scheduled PCC time will be required to provide documentation from a medical professional that provides justification for the missed time. If the student is unable to make up the material missed during their illness then they may be required to withdraw from the program. Students may also be asked to provide medical clearance to return to full program duties for certain medical problems.

Students should report an infectious disease, transmissible from person to person or by direct contact with an affected individual or the individual's discharges, or by indirect means. The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rules: https://odh.ohio.gov/wps/wcm/connect/gov/84ffece4-16f1-4602-9b93-7ce4eeb34680/section-1-reporting.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_M1HGGIK0N0JO00QO9DDDDM3000-84ffece4-16f1-4602-9b93-7ce4eeb34680-mtn9-.6.

The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rule. Diseases to report: http://codes.ohio.gov/oac/3701-3-02v1.

For a student who is infected with one of these illnesses and, if the illness occurs on campus, please use the Cuyahoga Community College Student Incident Report Form on Appendix II as well as immediately reporting the illness to the Program Director or Manager.

5. Scheduling

The Physical Therapist Assisting Program follows a specific course sequence and each PTA Program course is only offered once per year. Program students must receive department approval in order to register for any PTA Program course. Department approval to take a PTA Program course will only be granted to students who are accepted into the program and who have successfully passed all program courses in the preceding semester and who meet all course prerequisites.

Section V – Academic Status

The College procedure on Academic Status explains the college's academic probation and dismissal process, including the GPA requirements for each level of credit hours attempted. Good Academic Standing, Dean's List status, probation and dismissal are explained by opening the underlined links: College Procedure on Academic Status. The Standards of Academic Progress information provides details on how financial aid is impacted based on grade point average and progress toward degree completion: Satisfactory Academic Progress. Federal regulations require that students make measurable progress towards completion of their course of study in order to continue to remain eligible for federal aid. The College reviews the academic progress of all students and notifies students receiving federal financial aid each semester of their status.

1. Grading

The link to the Procedure on Grading explains the grades and awarding of credits, auditing of courses and pass/no pass use. At the program level, there are grading scales and/or rubrics that faculty provide to guide students on course grading.

PTA Program Grading Policy

The final letter grade reported to the College for PTA Program courses is determined by the course instructor as indicated in the course syllabus and is earned by the student using any of the following methods of evaluation:

- **Lecture:** Quizzes, tests, research papers, case studies, interviews, homework assignments, oral reports and any additional projects given.
- **Clinical:** Clinical instructor assessment in conjunction with the assessment tool used by the program and in collaboration with the Program Director, the Academic Coordinator of Clinical Education and the course instructor.
- **Preventative Care Center (PCC):** Participation, professional behavior and assignments.
- **Laboratory:** Quizzes, skill sheets, practical exams, progress note writing, student participation, participation in the PCC and professional conduct.
- **Other**: Assigned work such as clinical journaling, review of professional articles, supplemental web site assignments and discussion board, progress notes, laboratory reports, group presentations, field trips, etc.

In those courses that have both a lecture and a laboratory component, the student must pass **both** the lecture and laboratory component independently, with a minimum of 75%, in order to receive a passing grade for the course.

Final exams will not be rescheduled except for circumstances determined by the instructor to be extenuating. The Program reserves the right to verify any absences.

Incomplete (I) Grades

A grade of "I" (incomplete) will be given for serious circumstances beyond the student's control. In order to be eligible for an incomplete grade you must have completed at least 12 weeks (70%) of the semester and be earning a grade of at least a "C". College policy states that if a grade of "I" is issued, it automatically becomes an "F" if not removed by the end of the sixth week of the next semester. Due to the unique sequencing of the PTA program curriculum, successful completion of program courses is a prerequisite to continue into the next semester, so the student would have to remove the incomplete grade prior to the start of the next semester in order to continue in the program. In order to receive a grade of "I" you must request the grade in writing. Incompletes are not granted automatically. The request must include the reason for the grade of "I", the work that needs to be completed, and an estimate as to when the work will be completed. To continue in the program, incomplete grades must be removed before the start of the next semester. Failure to complete such requirements will result in an "F" for the course. **Program students MAY NOT begin clinical assignments until all academic requirements are fulfilled.**

Course Evaluation Surveys

All students will be required to complete a course evaluation survey for each PTAT course taken while in the program. This allows the program to collect needed data for accreditation and program assessment purposes. Not completing a course survey could result in a student receiving an incomplete (I) grade for a course, until the survey is completed. Surveys MUST completed no sooner than the last week of the course and generally before noon on the Thursday of finals week. Course instructors will not have access to individual student responses to survey questions.

2. Grade Point Average (GPA)

The GPA requirement for acceptance into the PTA Program can be found at the following link: http://catalog.tri-c.edu/programs/physical-therapist-assisting-technology-aas/#admissionrequirementstext

Students enrolled in the PTA Program are required to pass all courses and achieve at least a 2.7 GPA for each semester in the program. Students who pass all courses, but achieve a semester GPA below 2.7, will be placed on probation. While on probation, students must pass all courses and achieve at least a 2.7 GPA for the remaining semesters to continue in the program. Students on probation who allow their semester GPA to fall below 2.7 a second time will be dismissed from the PTA program.

While in the PTA program, the final letter grade for a course is determined by the instructor as indicated in the course syllabus. The grade is then assigned based on the following scale:

92—100% = A 83—
91% = B 75—82% =
C
74% and below = F

*P/NP (Pass/No Pass)

In those courses that have both a lecture and laboratory component, the grade will be assigned based on two-thirds for lecture and one-third for lab.

***Pass/No Pass:** In the Physical Therapist Assisting Program, the following courses must be registered for as Pass/No Pass: PTAT 1940, PTAT 2840, PTAT 2850 and PTAT 2970. No Pass is considered a failing grade.

3. Program Withdrawal, Probation, Dismissal, and Reinstatement

Withdrawal from a Course

It is the student's responsibility to withdraw from a course officially. Withdrawal from a course must be Initiated by the student prior to the College's published deadlines each semester. A student who officially withdraws from a course by the published deadlines within the semester will have no notation made on his/her permanent record. Withdrawal thereafter will be noted on the permanent record. Students not attending classes for any reason should not expect the instructor to drop them officially from class. Failure to follow College procedure for withdrawal could result in a failing grade. A student unable to complete an academic semester for reasons beyond his/her control may petition the designated campus authority for permission to withdraw from class beyond the withdrawal deadlines for that semester.

When considering withdrawing from a course, students should be mindful of the Course Withdrawal Dates. Depending on the date of withdrawal a student may forfeit refund and/or risk the possibility of receiving a failing grade. If a student encounters any extenuating issues that prevent the completion of a course or program, the student will need to follow withdrawal instructions from the program administrators

Withdrawal from the Program

Voluntary Withdrawal:

If a student chooses to withdraw voluntarily from the program, he or she must submit this intention in writing to the Program Director. The Program Director will then respond to the student with written confirmation of the request. In order to be readmitted to the program in the future, the student should follow the readmission procedure in this handbook. A student who withdraws from the program without notification of Program Director will only be allowed to return to the program through the applicant pool.

Involuntary Withdrawal (Dismissal):

A student may be dismissed from the Physical Therapist Assisting Program for the following reasons:

- Failure to adhere to the college procedure 3354:1-30-03.5 Student Conduct Code. The student conduct code applies to students for all program related activities including clinical sites, field experiences, field trips and Preventative Care Centers.
- Being under the influence of alcohol or drugs on campus, at a clinical site, or any other program related activities.
- Any form of unprofessional behavior on campus or at an off campus assignment, including, but not limited to, the use of profane or vulgar language, hostility, insubordination, demonstration of uncooperative or negative attitude toward College faculty, clinical instructor, patients, or fellow students.
- Failure to maintain confidentiality of patient records or violation of HIPAA regulations.

- Failure to meet the essential requirements of the program.
- Failure to maintain appropriate patient records at the health care facility to which assigned.
- Accepting gratuities from patients.
- Engaging in unethical or unsafe behavior at a clinical site, in the classroom, laboratory, Preventative Care Center, or any other program related activities.
- Violation of College or Program procedures.

If a student is dismissed from the program for the any of the above reasons, they will not be not be given the privilege of applying for re-admittance into the Physical Therapist Assisting Program and may be precluded from admission to another Health Career Program. The student may also be charged under college procedure 3354:1-30-03.6 Student judicial system.

Academic Dismissal:

A student may also be dismissed from the program for the following reasons:

- Unexcused absence from lecture of more than 25% of course lecture time.
- Unexcused absence from labs of more than 1 lab/8 week or 2 labs/16 week course
- Any excessive absence in which the program determines the student has missed too much information to be successful in a course or competent in clinical skills.
- Failure of a program course or a drop in average semester GPA below 2.7 for PTAT courses.
- Failure to demonstrate professional behaviors.
- No call/no show for scheduled time in the Preventative Care Center or at a clinical site.
- Unexcused absence or excessive absence or tardiness during clinical rotations.

A student may be re-admitted to the PTA Program if he/she is withdrawn for the above reasons. Students have a maximum of three years to complete the program, which means re-admittance may only be granted one time. If a student fails to complete the program in three years, he/she will be dismissed and if he/she wishes to return must enter the applicant pool for the next available class.

Re-admittance to the Program

Re-admittance to the PTA Program is not guaranteed. If a student leaves the program for any reason other than disciplinary action, he or she will be considered for return to the program one time if the following conditions are met:

- Must submit a written request to return to the program to the Program Director.
- Must submit written documentation from a medical authority that student is able to return, if that student left for health reasons.
- Must submit a written Educational Success Plan (ESP) that is approved by the Program Director. The ESP will become a mutually agreed upon contract between the student and the program. Failure to abide by this contract will result in dismissal from the program. The ESP template will be given to the student upon requesting to return to the program.
- Must complete another background check (BCI).
- Will only be allowed re-admittance into the program one time, within two years, on a space available basis.
- Must re-enter the applicant pool for the next available class if they wish to return to the program a second time. Students may only return once to the program through the applicant pool.
- Due to the rapid changes in health technology, and the need for the program to ensure that students are competent with all clinical skills, students will be required to repeat all lab courses

taken in the semester they are required to repeat, even if they successfully completed them the year prior. The student may be required to complete remediation and/or demonstrate proficiency through various modes of assessment of any other course material.

- At the discretion of the Program Director and the Academic Coordinator of Clinical Education, students may be required to audit courses and or remediate clinical skills as a condition of readmittance to the program.
- Returning students MUST meet and maintain the 2.7 GPA requirement each semester, beginning the semester they return.

Examinations

All students are expected to be present for examinations on the scheduled date. In the event that you are absent, you must discuss your absence with your instructor and arrange for an alternate date. Make-up exams may be different from the original. All missed examinations and/or quizzes must be made up upon the student's return to class. Students who do not meet this requirement should expect a zero for the missed exam or quiz.

Practical exams are given in laboratory courses. The practical is based on skills learned in the course. The format will be as designated by course and/or laboratory instructor. In order for the student to receive a passing score for all practical examinations, critical safety elements as well as the ability to accurately carry out the therapist's plan of care must be demonstrated. **Students must be dressed in professional attire, including the PTA Program polo shirt for ALL practical exams.**

A final examination and/or evaluation is required in each course and is given at a regularly scheduled time. Except under emergency circumstances, students may not be excused from these examinations. If a student is unable to be present, it is his/her responsibility to inform his/her instructor prior to the scheduled examination. It is up to the instructor's discretion if permission for a make-up will be granted. A student may request an incomplete (I) grade. Again, it is up to the instructor's discretion if an (I) grade will be awarded.

The College Procedure on Academic Status explains the college's academic probation and dismissal process including the GPA requirements for each level of credit hours attempted.

4. Due Process

Students enrolled in the PTA Program who are in violation of any of the behavioral or academic standards that lead to program dismissal listed in Section V-3 above, will be required to meet with the program director, and any other involved program faculty or staff to discuss and determine the extent of the violation. In most cases, the violation will have already resulted in removal from a classroom or lab, dismissal from a clinical site or a failing grade. Students who do not agree with the program decision for dismissal are encouraged to contact the Student Affairs Office for further assistance.

Students may also visit the link below to report any other complaint or concern:
https://www.tri-c.edu/student-resources/student-complaints-and-concerns/index.html

GUIDELINES FOR ADDRESSING COMPLAINTS

Statement on Conduct:
The Cuyahoga Community College Student Conduct Code applies to conduct that occurs on College premises, at College sponsored activities, or to any conduct that adversely impacts or reflects on any member of the College community and/or the pursuit of the College's mission, vision, or values. Each student is responsible for his/her conduct, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.

Any student found to have committed or to have attempted to commit any of the misconduct listed on the Student Conduct Code, or who violates any federal, state, local, or other applicable law any College policy, procedure, directive, or other requirement (including without limitation requirements set forth in the Student Handbook) published in hard copy or available electronically is subject to the disciplinary sanctions outlined in the Cuyahoga Community College Student Judicial System.

For the PTA program that requires following a career-related code of ethics, or may have students follow additional requirements as imposed by a clinical site, the program will review possible violations and will consult with the Dean of Student Affairs to determine if they fall within the violations established in the Student Conduct Code.

The Student Conduct Code and Student Judicial System can be found at: http://www.tri-c.edu/policies-and-procedures/documents/student-conduct-code.pdf http://www.tri-c.edu/policies-and-procedures/documents/student-judicial-system.pdf Printed information is available in the Dean of Student Affairs Office.

Statement on Complaints, Grade Disputes and Equal Opportunity, Discrimination, and Harassment:
The College provides an opportunity for students to resolve legitimate student concerns by providing a Student Complaint and a Grade Dispute Procedure. The complaint process allows a student who is dissatisfied with an aspect of his or her collegiate experience to seek resolution to the matter. The Grade Dispute Process is to challenge a recorded grade. Both procedures are listed on the web at: http://www.tri-c.edu/policies-and-procedures/documents/procedure-on-student-complaint-and-grade-dispute.pdf

The complaint procedure does not apply to issues covered by the College Policy on Affirmative Action, Equal Opportunity, Discrimination, and Harassment (rule 3354:1-42-01 of the Administrative Code). For concerns of equal opportunity, discrimination or sexual harassment students should follow the discrimination and harassment complaints procedure.

PTA Program Complaint Procedure
Complaints from prospective and enrolled students and from the community at large, including clinical sites and employers of graduates, against the Physical Therapist Assistant Program, that fall outside of due process are directed to the appropriate college personnel from the point of receipt. A formal complaint must be reduced to writing and signed by the complaining party and all formal complaints will be investigated within 30 days by the appropriate college personnel. Complaints from clinical instructors, graduate employers and the general public will be directed to the PTA Program Director or the Associate Dean of Health Careers. Issues not resolved at this level will move forward to the Dean of Access and Learning or the Dean of Student Affairs depending on the nature of the complaint and if not resolved at that level will be directed to the Campus President. A record of the complaint and the resolution is kept on

file in the office of the Associate Dean and or Program Director. The PTA Program prohibits any form of retaliation against any party making a complaint against the program, its faculty or its students.

5. Student Change of Contact Information

In addition to submitting a change of address, phone or personal email through My Tri-C Space, using the "Student Tab" in the "My Info" section, please inform the program director or manager of changes in your contact information.

PTA Program students must inform the Program Director through their Tri-C email of any updates or changes to their name, local or permanent address, personal email address or contact number immediately, so that their program file can be updated. Submissions to the college do not funnel to your program file. If not notified, the program assumes no responsibility for failure of important information to reach the student. The program will only use your Tri-C email address to email you while you are in the program. As a graduate, the program will need your personal email address and other demographic information to stay in contact with you.

Section VI – Language Proficiency Requirements

The College establishes the language proficiency requirements to enter college level courses in this page: English Language Proficiency Requirements for Admission and specific scores can be reviewed on the linked information.

Section VII – Student Resources

1. Tutoring

Tutoring Services are offered at each campus tutoring center. There is support for a wide variety of subject at each campus.

The PTA Program does its best to be sure that a program specific tutor is available for first year program students at no additional cost to them. Tutors are typically recent program graduates and or second year program students who excelled in their first year in the program.

2. Student Accessibility Services

Student Accessibility Services provides support to students with disabilities at all College campuses, site, locations or online course. To receive services, students must schedule an appointment with a student advisor and provide documentation of a disability. The Student Accessibility Handbook is another source of information for students.

3. Student Safety

The college is committed to providing a safe and secure environment as outlined in the Safety and Security Policy:
3354:1-50-04 Safety and security policy *https://www.tri-c.edu/policies-and-procedures/documents/safety-and-security-policy.pdf*

4. Other Resources

The following links can help you identify additional resources for completing a degree or program:

CLEP (College Level Examination Program)
Credit by Exam (CBE)
Credit for Prior Learning
Standardized Training and Certification Programs (ACE)
Transfer Centers on each campus provide information on transferring to and from Tri-C, Credit for Prior Learning, Articulation Agreements and State Wide Transfer Guarantees.
Transfer Students
University Partnerships by School are available for students interested in transferring to a particular institution or program.

Section VIII – Accreditation and Credentialing

1. College and Academic Program Accreditation

The College's accreditation by the Higher Learning Commission is maintained and updated at this link: Accreditation.

Information regarding the Accreditation status of the Cuyahoga Community College Physical Therapist Assisting Program is found here:
https://www.tri-c.edu/programs/health-careers/physical-therapist-assistant/accreditation.html.

2. Boards, National and/or State Testing

The Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers (OTPTAT) Board is responsible for the regulation of the practice of occupational therapy, physical therapy, athletic training, orthotics, prosthetics, and pedorthics in the State of Ohio. The regulation of these professions includes the issuing and renewing the licenses of properly qualified individuals, as well as investigating complaints against licensees and monitoring compliance with mandatory continuing education requirements.
https://otptat.ohio.gov/

The Federation of State Boards of Physical Therapy (FSBPT) serves to protect the public by providing service and leadership to promote safe and competent physical therapy care through the development of effective tools and systems to assess entry-level and continuing physical therapy practice.
https://www.fsbpt.org/

Section IX – Costs

1. Tuition and Fees

The College Tuition and Fee Schedule including program related fees and supplies are part of the program cost.

2. License, Application, Certification and/or Examination costs

Costs for the NPTE application and examination and all other fees associated with obtaining the PTA license, can be found on the websites for the FSBPT and the Ohio OTPTAT Board found in Section VIII, 2 above, and at the links below:

- https://www.fsbpt.org/Our-Services/Candidate-Services/Exam-Registration-Payment
- https://otptat.ohio.gov/Fee-Listing

3. Financial Responsibility

To determine what costs may be covered by financial aid, visit one of the college's financial aid offices located at each campus. Visit http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/index.html for more information.

***Health requirements**
PTA Program student are required to complete all health requirement by September 1st each year in the program. See link below for detailed immunization and health requirements required by the Tri-C Health

Careers and Nursing Programs: https://www.tri-c.edu/programs/health-careers/documents/hcnimmunization-and-req-completion- guide.pdf

***Insurance**

PTA Program students are required to have medical insurance coverage while attending clinical assignments. Students are required to complete and submit the Health Insurance Attestation form in its entirety. Students may also be asked to provide evidence of health insurance from the clinical/practicum site during his/her clinical experience.

***Estimated background check costs**

The cost of a background check (BCI) varies depending upon Ohio residency status. Generally the package that PTA students who have been an Ohio residents for the past five years, will cost $130.00 . The price includes fingerprinting and health requirement management via American Data Bank-Complio. Students **should not** initiate the background check until they attend a mandatory compliance training session and are advised to do so by clinical compliance staff. Executing a background check prematurely may result in repeating the process at the student's expense. Costs are subject to change at any time.

4. Supplies

Current cost to compete 2-year PTA Program are found at this link:
https://www.tri-c.edu/programs/health-careers/physical-therapist-assistant/program-costs.html

Section X – Field and Clinical Experiences

1. Clinical Experience

Clinical education is the organized sequence of learning activities integrated within the curriculum that provides students with the opportunity to perform their responsibilities under appropriate supervision and with positive role modeling. Clinical education provides a variety of health care settings and patient and learning activities. It ensures the student the opportunity to participate in direct patient care. The student is able to demonstrate the integration and application of the theories, principles, and applications learned in the didactic and laboratory portion of the curriculum.

GLOSSARY OF TERMS

Affective: An area of learning that deals with professional behavior, communication styles, and interpersonal skills.

Clinical Education: The portion of the student's education that involves practice and application of classroom knowledge and laboratory skills to actual job responsibilities.

Cognitive: The area of learning that deals with the organization of thoughts, problem solving capabilities, and documentation skills.

Didactic Education: The part of the educational process that occurs in the classroom and emphasizes skills, and theoretical concepts, which are to be put into practice during the clinical education portion of the educational program.

Entry-Level Education: The achievement of the knowledge, skills, and professional behaviors necessary to enter practice as a physical therapist assistant.

Minimal Competency: The ability and skill sufficient to meet the specific standards of performance for a physical therapist assistant. This includes the knowledge, professional behaviors and attitudes required for successful performance as an entry-level physical therapist assistant.

Psychomotor: The area of learning that deals with the performance of an activity such as patient treatment or using equipment.

ROLES AND RESPONSIBILITIES

Academic Coordinator of Clinical Education (ACCE)

This individual is employed by the academic institution and develops, organizes, supervises, and coordinates the clinical education portion of the curriculum. Responsibilities include:

1. Selection of clinical education sites which will provide quality educational experiences for the students.
2. Development and coordination of clinical education sites with the Site Coordinator of Clinical Education.
3. Assist clinical faculty in the development, implementation, and evaluation of quality clinical education programs.
4. Perform telephone monitoring and on-site clinical facility visitation to direct, supervise, and evaluate clinical education experiences for each student.
5. Ensures that all students have passed all competencies in a safe manner prior to being placed in the appropriate clinical assignment.
6. Assist clinical faculty in the development and implementation of remediation strategies for students.

Site Coordinator of Clinical Education (SCCE)

This person is employed by the clinical education facility and develops, organizes, and coordinates the clinical education program for that facility. Responsibilities include:

1. Identify, organize, and coordinate the specific learning experiences available at the facility.
2. Organize, direct, supervise, coordinate, and evaluate the activities of the clinical instructors and the students assigned to that facility.
3. Organize and implement clinical faculty development programs.
4. Promote and maintain communication among clinical instructors, academic coordinator of clinical education, and the students during the clinical education assignment to the facility.

Clinical Instructor (CI)

The clinical instructor is a licensed physical therapist or physical therapist assistant designated by the site coordinator of clinical education. The clinical instructor must have at least 1 year of full-time post-licensure clinical experience or the equivalent. The clinical instructor directly supervises, organizes, and evaluates the student's clinical education activities at the facility and must be an effective role model and clinical teacher. It is recommended that the CI be an APTA Credentialed CI. Responsibilities include:

1. Organize and coordinate orientation materials including on-site orientation and facility safety procedures for the assigned students.
2. Plan and coordinate daily/weekly learning experiences based on the objectives identified in the Individual Education Plan developed during the first week of the clinical assignment.
3. Provide ongoing feedback on student's performance as well as completion of the midterm and final PTA Clinical Assessment Tool (PTA-CAT).
4. Self-assess and set goals for correction based on constructive feedback from students and the ACCE related to the clinical instructor evaluation
5. Participate in clinical faculty development programs provided by the site and academic institution to continually work to enhance clinical education skills.
6. Maintain communication with the SCCE and the ACCE regarding the student's performance during the clinical rotation.

In addition to assignments listed in each clinical course syllabus, the clinical instructor may assign projects or presentations that are pertinent and significant to the student's clinical education and within a reasonable scope for the student. During the spring rotations, such assignments are encouraged such as an in-service on a topic of mutual interest to the staff.

Student Physical Therapist Assistant

1. Meet all health requirements regarding qualification for clinical education including liability insurance, CPR certification, physical, including immunizations and medical insurance attestation form.
2. Arrange transportation to and from clinical facility and assume all financial responsibility for this transportation, including parking fees where applicable.
3. Send letter of introduction with contact information to SCCE by the assigned date. Contact SCCE or CI of assigned facility by telephone or email at least four weeks prior to start of clinical assignment.
4. Adhere to the policies, procedures, rules, and regulations of the clinical facility.
5. Adhere to the policies of the program and the academic institution as outlined in the Handbook.
6. Participate in any professional or educational activities as requested by the clinical instructor or the facility.
7. Participate in the evaluation of their own performance by completing the PTA-CAT.
8. Evaluate the effectiveness of the clinical education experience, clinical instructor, and site by completing the PTA Student Evaluation of Clinical Instruction and PTA Student Evaluation of Site.
9. Prepare for the clinical experience by reviewing course objectives as outlined in the course syllabus, and contemplating what personal objectives should be addressed during the affiliation.
10. Fulfill all duties and assignments made by the clinical instructor and ACCE/course instructor.
11. Keep the ACCE/course instructor apprised of any concerns or potential problems.

Patient Right to Refuse
Patients have the right to refuse to participate in clinical education. Therefore, students must be identified to each patient by wearing the official Tri-C PTA student identification badge, unless required to wear an identification badge, provided by the facility. Students should immediately introduce themselves to the patient as a "student physical therapist assistant", or be introduced by the CI. Once introduced, the student must seek permission from the patient to be treated by the student and respect the right of the patient to refuse treatment by the student.

ASSIGNMENT TO THE CLINICAL EDUCATION SITE

The PTA Program at Tri-C is affiliated with an outstanding group of health care agencies that participate in clinical education of students. The program director/ACCE screens all clinical education sites, prior to negotiating an agreement, to ensure that the physical therapist assisting student will receive a quality learning experience in a variety of settings. A written legal affiliation agreement exists between the academic program at Tri-C and the clinical education facilities, which have been selected and agreed to provide clinical education experiences for the physical therapist assisting students.

The Program Director or ACCE will make all arrangements and decisions regarding student clinical placement. Decisions regarding assignments are based on the educational needs of the individual student and the type of experience provided by the clinical site. In all cases, the decision of the Program Director/ACCE is final. Students may not change or switch clinical assignments. Prior to clinical placement, the student will be asked to provide information of potential conflicts with any clinical site. These factors are also taken into consideration when clinical placements are made. The student is not paid for clinical experience time but does receive college credit. The student is responsible for all personal expenses including meals and transportation. The student who expects to complete the program must be able to meet these financial obligations.

Emergency Student Care
If a student is injured or ill at the assigned clinical facility, the facility shall offer the student access to emergency treatment at the student's expense. Students are required to carry their own medical insurance as part of the clinical education requirements and agreement (see Appendix A).

QUALIFICATIONS FOR CLINICAL EDUCATION PLACEMENT

The following qualifications must be met in order for a student to be assigned to a clinical experience. CPR, physical and health insurance requirements must be completed by January 1st for first-year students and October 1 for students in their second year. Failure to complete the requirements therefore could result in the student having to delay completion of the clinical course, and therefore the program, for one year. The student is required to contact their clinical assignment by the assigned date prior to the starting the clinical. This contact will be in the form of a formal introduction email. Failure of the student to contact the site prior to these deadlines will result in the student forfeiting the privilege of attending that assignment.

Professional Behaviors for Clinical Readiness Requirement

Development of professional behaviors is critical in preparing physical therapist assisting students for licensed, clinical practice. The Tri-C Physical Therapist Assisting Program is committed to supporting students in their development of the ten program professional behaviors by regularly assessing their performance throughout the program sequence using the Professional Behaviors Form (PBF). The PBF will be used at midterm and final laboratory practical examinations to assess student readiness for clinical placement (PTAT 1940, 2840, 2850). Students must demonstrate professional behaviors that "Meet" or are "Developing" in each of the ten behaviors at the final practical PBF to pass the course. Students that demonstrate "Does Not Meet" in any of the ten PBF professional behaviors at the final practical will fail the course.

Grade Point Average

In order to qualify for placement in a health care facility, the student must have completed all Physical Therapist Assisting courses with a grade of "C" or better. If a student has requested and received an incomplete grade for a physical therapist assisting course, the course work required to remove the incomplete grade must be finished and the grade changed to a "C" or better in order for the student to attend the clinical assignment.

Clinical Competencies/Skill Checks

Specific clinical competencies related to performance of interventions and data collection skills are required before students will be assigned to clinical settings. Each skill has a detailed list of performance criteria that the student must successfully complete including critical components related to safety of that skill. The core faculty is responsible for determining which skills students are required to perform and demonstrate competence in for each course. Course instructors will ensure that students complete required skill checks and receive needed feedback from both peers and program instructors prior to practical examinations. If competence is not demonstrated during a skill check, a plan for remediation must be provided and managed. The skill check sheets are used by the program to communicate components of competent skill performance and the critical safety elements for each skill. In addition to skill checks, students must also pass all practical exams given in all laboratory courses.

Liability Insurance

In order to provide protection against any possible act of negligence or any other incident, the student must have a liability insurance policy. The cost of the policy is automatically added to your fees when you register for PTAT program courses each fall semester. It is necessary to have a valid policy during the entire two-year program. The Policy protects the student against financial damage in working with patients/clients in the clinical area and preventative care centers. The student may be asked to present proof of receipt of payment for this policy to the clinical instructor on the first day of clinical assignment as proof of compliance with the written agreement between the clinical facility and the college.

Cardiopulmonary Resuscitation Certification (CPR)

Students must have a valid certification in cardiopulmonary resuscitation and airway obstruction for the adult and infant (health care provider) for each clinical education assignment. This may be obtained from the College by taking the ZEMS1041 BLS/CPR for Health Care course or through the American Heart Association. **The College will only accept certification from the American Heart Association and only the certification for Healthcare Provider taken in face-to-face format, NOT**

online. Students should also check with the Fire and Recreation Departments in his/her community for course offerings. A copy of the certification card must be uploaded to the American Databank - Complio website.

Health Requirements

Documentation of all immunizations and health requirements, including an annual physical examination is required and must be submitted prior to clinical placement each year in the program. Please note that immune status must be demonstrated by a lab report with values that confirm immunity. All health requirements for clinical education are outlined in the Health Careers and Nursing Immunization and Health Requirements Completion Guide. https://www.tri-c.edu/programs/health-careers/documents/hcn-immunization-and-req-completion-guide.pdf

PTA Program students are required to have all health requirements (except the influenza vaccine (October 1st) completed with documentation uploaded to the American Databank - Complio website by January 1st for first-year students and October 1 for students in their second year.. The student should keep copies of all forms and may be asked to show proof of health requirements at the start of a clinical rotation. **Students will be required to complete training for American Data Bank-Complio prior to opening an ADB-Complio account and using the system.**

The majority of clinical sites that have affiliation agreements with the Tri-C PTA Program do require the COVID-19 vaccination, even though the college does not currently list the COVID-19 vaccination as a requirement. Vaccination status can impact clinical placement and the PTA Program cannot guarantee placement at the required number of outpatient and inpatient for students who are unvaccinated. Students who do not complete any clinical rotation in sequence, for any reason, will not be able to continue in the program.

The compliance department at Tri-C does retain documents that support medical or religious exemption requests for COVID-19 and Influenza vaccines, however there are still many clinical sites who do not accept documented exemptions for students. This means that a documented exemption may still make it very difficult to place PTA Program students at the required number of clinical rotations if they are not vaccinated as required by the site.

Additional information and answers to health requirement FAQ's can be found here: https://www.tric.edu/programs/health-careers/health-care-immunization-faqs.html

Student Change in Health Status: In the event the student experiences a change in health status (pregnancy, illness, injury), documentation from an appropriate healthcare provider will be required to verify the student's ability to continue to participate in the clinical assignment.

Health Insurance Attestation

The Health Insurance Attestation form is required for all students and attests that they indeed have medical insurance. Student must complete the form in its entirety sign and date. Students may be required to provide evidence of health insurance for the clinical site during their experience. Students without health insurance may contact E.J. Smith & Associates, a firm that offers low cost health insurance for college students. Their website is www.ejsmith.com. Students may also obtain insurance through the affordable care act: https://widget.getcoveredamerica.org/connector or www.healthcare.gov . These plans are not affiliated with the college.

Financial Responsibilities
The student assumes responsibility for all costs to qualify and participate in clinical education. This includes transportation costs, parking, uniforms, identification badge, and drug testing, if required by the site, and making copies of all required written documentation.

Background Check (BCI)
Students are required to complete a background check prior to enrollment in the PTA Program. Background checks are required in order to (i) ascertain the ability of students to eventually become licensed, registered and/or certified in their health career profession and (ii) the ability of the students to attend mandatory clinical, practicum and/or internship rotations at internal and external facilities in accordance with the requirements of the applicable program of study. A BCI is a search and report of criminal records, also known as a background check.

The BCI's for Tri-C health careers are initiated through American Data Bank-Complio and completed by the Bureau of Criminal Identification and Investigation. The BCIs include fingerprinting, a social security number trace, county record search, state search and a check of Federal Bureau of Investigation records. Students **should not** initiate the background check until they attend a mandatory compliance training session and are advised to do so by clinical compliance staff. Executing a background check prematurely may result in repeating the process at the student's expense.

General information on BCI requirements can be found here: https://www.tri-c.edu/programs/healthcareers/general-bci-requirements.html

Drug Testing:
The program does not currently require drug testing prior to placement at a clinical site. Students may be required by specific clinical facilities, to undergo drug testing prior to starting a clinical experience and the student may be responsible for the cost of this testing. The type of testing needed, time restrictions and the cost of the testing will be dependent on the clinical site. If the clinical site provides the drug screen as part of their onboarding process, students should follow that protocol; otherwise students are required to complete drug screening through the college's approved vendor. The SCCE at the clinical site and the Clinical Education and Compliance Specialist at the college will review drug-screening results, and they will be kept confidential.

If a student fails a drug test, the program is under no obligation to place the student at another clinical site. It is the student's responsibility to provide proper documentation to the Clinical Education and Compliance Specialist at the college, if they fail the test due to justifiable drug use. A student may not be able to complete the PTA Program if they cannot be placed at a clinical site due to a failed drug screen.

Information on the college's Drug Screening policy can be found here: https://www.tri-c.edu/programs/health-careers/student-resources.html

REGULATIONS FOR CLINICAL EXPERIENCE

Attendance
Regular attendance is required for all clinical experiences. It is recommended that you take an absence for emergency situations only. It is understood that some absences are unavoidable. In the event of illness or emergency the student may be excused from attendance. **A student missing in excess of three (3) clinical sessions may be dropped from the class and removed from the clinical site by the course instructor or ACCE.**

All absences must be reported to the clinical instructor and course instructor prior to scheduled starting time at clinical. A telephone call to the instructors does not necessarily constitute an excused absence. Make-up of excused clinical time will be left to the discretion and convenience of the clinical instructor, SCCE, and ACCE. It is the student's responsibility to discuss the missed time with the clinical instructor. All occurrences of absence or tardiness must be reported on the Absence/Tardiness Notification Form on the day you return to the clinical site.
Any occurrence of absence without notification of Clinical and Course Instructor will result in failure of the course. Excessive tardiness (more than three occurrences) will also result in failure of the course. If the student is not able to report to the clinical assignment, the following guidelines should be followed.

Excused Absence: A student who is absent from the clinical site because of illness or personal emergency must contact the SCCE or CI by telephone before or at the required time of arrival at the clinical facility. The student must also contact the ACCE or course instructor to report their absence prior to the scheduled start time of the clinical. All absences are made up at the discretion of the clinical instructor, SCCE, and ACCE.

Any absence or tardiness must be reported on the Absence/Tardiness Notification Form and returned to course instructor or ACCE. Failure to do so will result in the absence being unexcused. The CI, SCCE, and ACCE will determine the scheduling of make-up time after collaboration with the student. If there is any question as to an absence or scheduling of make-up time, the ACCE or course instructor should be consulted.

Unexcused Absence: Failure to notify the clinical facility and program of an absence is considered a serious breach of professional behavior and **an unexcused absence and will result in a No Pass grade in the clinical course**. Excessive tardiness (more than three incidences during clinical assignment) demonstrates lack of professionalism and also qualifies as an unexcused absence that may result in the student being removed from the clinical assignment and receiving a No Pass grade for the clinical course.

DRESS CODE
For dress code requirements during clinical rotations, refer to Section III Program Expectations, 4. Professional Attire.

PROFESSIONAL BEHAVIOR
Demonstrate the attitudes, values and behaviors identified as important to the profession.

1. Follow the policies and procedures of the physical therapy department to ensure safe and ethical practice.

2. Utilize the Guide to Physical Therapist Practice for the physical therapist assistant's role in the delivery of health care services, including regulations for supervision.
3. Remain on duty until the designated quitting time unless given permission to leave by your supervisor.
4. When you leave the clinical area, you should inform your supervisor at the time you leave and when you return.
5. Any additional time available when you are not engaged in patient treatment may be used for observation of other departments, offering to assist in treatment, writing patient notes or reading articles in professional journals or books.
6. Use time and resources effectively and be able to prioritize.
7. Be on time for everything: starting time, meetings, therapy sessions, etc.
8. It is the student's responsibility to adjust his/her schedule to accommodate the schedule of the clinical instructor.
9. Seek out supervision appropriately.

The PTA program at Tri-C has adopted the use of Professional Behaviors* to evaluate the student's development. Professional Behaviors are attributes, characteristics, or behaviors that are not explicitly part of the professions core of knowledge and technical skills, but are required for success in the profession.

1. **Critical thinking** – the ability to question logically to identify, generate and evaluate elements of logical argument; distinguish the relevant from the irrelevant
2. **Communication skills** – the ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes
3. **Problem solving** – the ability to recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes.
4. **Interpersonal skills** – the ability to interact effectively with patients, families, colleagues, other health care professionals and the community; deal effectively with cultural and ethnic diversity issues.
5. **Responsibility** – the ability to fulfill commitments and to be accountable for actions and outcomes.
6. **Professionalism** – the ability to represent the profession effectively.
7. **Use of constructive feedback** – the ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction and performance.
8. **Effective use of time and resources** – the ability to obtain the maximum benefit from a minimum investment of time and resources.
9. **Stress management** – the ability to identify sources of stress and to develop appropriate and effective coping behaviors.
10. **Commitment to learning** – the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.

*Adapted from the Physical Therapy Program, University of Wisconsin-Madison

CONFIDENTIALITY

Students:

Student information and records will be treated confidentially. Only those persons involved in the student's educational process will have access to information as it relates to the education process. Access by any person other than the above will require a release of information statement signed by the student.

Patients:
Although students are oriented to HIPAA regulations in previous coursework, some facilities may require students to be familiar with their specific HIPAA presentation and/or quiz. Students should be oriented to and be required to observe all procedures related to patient confidentiality and release of information during all clinical contact. Students are aware that they may be expected to attend the facility HIPAA presentation and to adhere to all procedures related to patient confidentiality and release of information during all clinical contact.

A submitted course assignment should never have any information that could identify the patient. An arbitrary number without any evidence of a patient name or other Protected Health Information (PHI) must identify patient information turned into the school.

2. Internships, Practicums, Field Experience, and Cooperative Education

PTA Program students are required to complete three full-time clinical rotations while in the PTA program. For each of these clinical experiences, students will be required to adhere to all aforementioned clinical education policies and procedures.

- PTAT 1940 Field Experience I - summer semester following the first year in the program
- PTAT 2840 Clinical Practicum I – spring semester of the final year in the program
- PTAT 2850 Clinical Practicum II – spring semester of the final year in the program

3. Service Requirements

Volunteer/Observation Hours
Applicants to the PTA Program must complete a total of 40 hours of work, observation or volunteering experience in at least two different types of physical therapy settings, under the supervision of a physical therapist or physical therapist assistant. These hours must be completed within the two-year period prior to the date of application; and must be documented on the experience verification form found on our website. The experience verification form is submitted with the application to the PTA program.

Preventative Care Center (PCC)
Students enrolled in the PTA Program are required to dedicate an assigned amount of time in PCC. While in the PCC they will work with other healthcare program students, under the supervision of licensed physical therapists and physical therapist assistants to manage all center operations, including the provision of physical therapy treatment to community participants. This mandatory time will be part of the laboratory grade of designated PTAT courses. Specific requirements are detailed in the syllabi of PTAT courses that require PCC participation.

4. Performance Expectations

PTA Clinical Assessment Tool (PTA-CAT)
The web-based PTA-CAT is utilized by the PTA Program for the evaluation of the student at each clinical site. The student is responsible for providing the clinical instructor with all forms necessary for the

completion of each clinical course in the program curriculum. The student is also responsible for returning all required forms to the course instructor as detailed in the course syllabus by the deadline. Other required forms are detailed below.

When using the PTA-CAT, the key considerations are how much monitoring and correction a student needs to perform a task to the level expected of a recently graduated, competent, newly licensed clinician.

Students' scores on the PTA-CAT should only be determined through fundamental criteria that the CI would expect a student to perform at that clinical site and any additional criteria that a student had the opportunity to perform on a consistent basis. The CI and student should contact the ACCE if there is a question about clinical expectations.

Successful completion of a clinical course requires that the student submit all course assignments on time and reach the required level of clinical performance in the PTA-CAT for each category as indicated in the course syllabus. PTA Program clinical courses are Pass/No Pass courses. A student who fails to meet any of the course requirements will receive a No Pass grade for the course, which is a failing grade.

Specific performance expectations for each clinical course in the curriculum are located in the course syllabus. Below are the nine student performance criteria for the PTA-CAT.

Performance Criteria for the PTA-CAT
1. Safety
2. Professionalism and Professional Development
3. Interpersonal Relations and Communications
4. Clinical Reasoning
5. Data Collection and Usage
6. Procedural Interventions: Therapeutic Techniques: Selection, and Application (Hands-On)
7. Procedural Interventions: Physical Agents, Modalities, Therapeutic Equipment & Devices: Selection and Application (Equipment-Based)
8. Documentation and Billing
9. Administration and Management

Clinical instructors and students should refer to the descriptions of the different Performance Levels and determine where the student falls on the scale. All scores should reflect the student's current (within the past several days) level of performance on each element and should **not** be an average of performance over the course of the student's clinical rotation.

Performance Level Descriptors:

- **Level 1** (Novice) = Student usually needs constant monitoring and/or correction, in general between 100 – 75 % of the time with substantial amounts of modeling/demonstration provided.

- **Level 2** (Developing) = Student needs frequent monitoring and/or correction, in general between 75 – 50% of the time with moderate amounts of modeling/demonstration provided.
- **Level 3** (Intermediate) = Student needs intermittent monitoring and/or correction, in general between 50 – 25% of the time with occasional modeling/demonstration provided.
- **Level 4** (Advanced) = Student needs occasional monitoring and/or correction, in general between 25 – 5% of the time, infrequently needs modeling/demonstration. Student frequently practices at a competent level.
- **Level 5** (Entry-level Competent) = Student rarely if ever needs correction and monitoring (Between 5 – 0%). Mentoring and/or demonstration is typically associated with the unusual, complex patient and/or situation; student appropriately consults for guidance. Performance is competent overall and is consistent with entry-level practice expectations of your facility. Student would be appropriate to practice as a new clinician colleague.
- **Level 5+** (Mature) = Student is competent and consistently performs beyond entry-level practice expectations. Student is capable of advising and providing consultation to others for some patients and situations. Student would be an asset as a colleague.

The level of monitoring a student needs should be based on the professional judgment of the licensed physical therapist(s) and physical therapist assistant(s) who are supervising the student with consideration of the readiness of the student to perform the tasks assigned and with consideration of the risks and benefits to all those involved. This should be based on student factors, including:

- Preparedness of student to handle the relative challenge of the task
- Safety concerns for patient and others
- Confidence of the student
- Student's previous experience with the task, patient population and/or setting
- Year of student (1st or 2nd)
- Whether early, middle or final clinical experience for the student

The student and the CI are both required to complete the PAS by the deadlines at midterm and final. Student and CI are required to discuss the ratings of the student at both midterm and final so that both parties are aware of the details of the students' performance.

Important things to consider when assessing student performance:

Things to Avoid

External factors, such as supervision requirements dictated by state and federal laws and organizational policies, and willingness and comfort level of a patient (or parent/guardian) should not be a factor for rating a student on the PAS with regards to amount of monitoring provided.

Correction

Monitoring, guidance, and/or correction implies that the student is not on the right track and a change is needed in the student's thinking and/or actions to rectify an error; or feedback is needed to improve effectiveness and/or efficiency to the level expected of a newly graduated, competent clinician. The CI needs to provide corrective feedback on technique, reasoning, strategy, etc. to improve outcomes relative to quality and/or efficiency expected of a competent, entry-level clinician.

When assessing the % of monitoring and correction a student needs, a CI should not factor in when the CI provides some guidance towards a more effective and/or efficient way to accomplish a task that is beyond entry-level expectations, or, when the feedback provided does not significantly impact effectiveness or efficiency but just provides an alternative way to accomplish a task.

Critical Categories

The first four elements of the CAT (Safety, Professionalism and Professional Development, Interpersonal/Interprofessional Communication, and Clinical Reasoning) are considered "critical categories", as they relate to foundational cognitive and affective behaviors inherent to physical therapy practice that are essential for proper performance of all higher-level activities. If there are concerns related to any of these four elements, the CI should not wait until the Midterm or Final assessment to communicate with the student and to contact the academic coordinator of clinical education (ACCE). When it is time to perform the Midterm and/or Final assessment, the CI should provide written comments that appropriately reflect the student's progress and any ongoing concerns related to these behaviors.

Comments Please

Comments are required for each competency category at Midterm and Final. The program requires that the student ant the CI provide comments to justify the score rating. These comments are also extremely helpful to the PTA Program faculty in determining each student's progress and in addressing concerns that occur during the clinical experience. Comment sections also exist at the end of the CAT to provide summative remarks at Midterm and Final. These are required fields. Comments should include the student's strengths and aspects of performance needing improvements. Midterm comments should also include priority goals for the second half of the experience.

Significant Concerns

If there are significant concerns regarding a student's current performance or their ability to meet the suggested level of performance in one or more of the critical categories (1-4), please contact the PTA Program faculty immediately. The box at the end of the CAT asking about the significant concerns should also be checked and the extent of the concerns should be articulated in the comment box and the score on the appropriate scale(s) should also reflect the level of concern

Documentation of Performance Review

At the Midterm and Final, the CI's assessment of the student and the student's self-assessment should be compared and discussed. There is a box that must be checked by the CI to indicate that they have reviewed the assessment.

Performance Expectations

The performance expectations for Tri-C PTA Program students have been set by the program and can be found in the syllabus for the clinical course that the student is enrolled in for each clinical rotation.

The PTA Program expects that all students will reach entry-level performance in all categories by the time they complete their final clinical and before they graduate. The program also expects that students will reach entry-level performance in safety as early as their first clinical rotation PTAT 1940 and that clinical instructors will inform us early if they identify problems, at any time in any of the critical categories #1-4.

Entry-level Clinical Performance for the Student Physical Therapist Assistant

Entry level is defined as student being consistently proficient and skilled in simple and complex tasks, clinical problem solving, interventions, and data collection. Student consults with others to resolve unfamiliar or ambiguous situations. Student is capable of maintaining 80-100% of a full-time PTA's patient care workload in a cost-effective manner with the direction and supervision of the physical therapist.

Students must meet entry-level clinical competency in order to graduate from the PTA Program.

Entry-level clinical competency for graduation is determined upon successful completion of PTAT 1940, 2840, and 2850 and is based on the following:

1. The student has completed no less than 600 total clinical hours during PTAT 1940, PTAT 2840 and PTAT 2850 combined.
2. The student has completed a full-time clinical rotation in a minimum of 2 different types of facilities or levels of physical therapy care, preferably inpatient and outpatient.
3. The student has no unresolved/unaddressed/un-remediated areas of concern indicated on the PTA-CAT for any clinical rotation.
4. The student has achieved level 5 performance (entry-level on PTA-CAT) in ALL critical safety elements (1-4) on the PTA-CAT during the final clinical rotation.
5. The student has achieved no rating less than level 4 (advanced on PTA-CAT) in ALL remaining performance elements (5-9).
6. The student is capable of effectively and safely treating, documenting, and billing for at least 80% of the expected caseload for a new graduate and new employee at one of their 2 terminal clinical rotations.
7. The student has met all the requirements to pass PTAT 2971 Practicum Seminar.

Each clinical course has an expected performance level for each PTA-CAT element to pass the course, but overall clinical performance will be considered for determining entry level. The PTA-CAT performance levels for each clinical course, should be met and documented by the CI in the PTA-CAT Final Assessment of Student.

Individual Clinical Education Plan (ICEP)

The student should meet with the Clinical Instructor at the beginning of the clinical experience to establish learning objectives and outcomes for the clinical experience. The ICEP form needs to be completed by the student in collaboration with the clinical instructor during the first week of the assignment. When completing this form, the student and CI should refer to the objectives for the course, but also need to consider the student's previous learning experiences, and the resources and patient population of the facility. The student needs to develop —SMART objectives. This is an acronym for S – specific; M – measurable; A – achievable; R – results centered; T – time bound.

Absence/Tardiness Notification

In the event of absence or tardiness, the student and CI need to complete the Time Off form in Exxat. Please see section on absence from clinical assignment for further guidelines. Tri-C's Physical Therapist Assisting Program requires regular attendance at all clinical assignments and that the student arrives by the designated start time. Inability of a student to demonstrate punctuality and regular attendance will result in failure of the course.

PTA Student Evaluation of Site and Clinical Instruction

Each student will complete the PTA Student Assessment of Site and PTA Student Evaluation of Clinical Instruction in Exxat during the final clinical week (PTAT 1940, 2840, 2950). These assessments allow the student to evaluate the clinical facility, clinical instructor, and academic program's preparation of the student for the clinical experience.

All Clinical Courses are Pass/No Pass

Students who meet the course criteria will receive a Pass for the course. Those students who fail to meet any of the course criteria will receive a No Pass for the course. The grade assigned is based on meeting the required Performance Level for each PTA-CAT Element, the CI comments documented in the PTA-CAT, completion and submission of all assignments, documents, and discussion posts, and any additional information regarding student performance obtained from the SCCE and CI. The final grade is determined by the Preceptor/ACCE.

There should be open communication and feedback between the student and clinical instructor throughout the clinical assignment. It is the opinion of the program that the student and clinical instructor should have a good understanding of the student's performance before it is formally discussed at midterm and final evaluation. If, as a result of unacceptable behavior, attitude, or clinical performance, the student is asked to leave the clinical assignment by the CI, SCCE, ACCE, or course instructor, prior to the completion of the assigned clinical time, the student will receive a No Pass or failing grade for that clinical assignment. The program encourages the student to contact the ACCE/course instructor as soon as any questions or concerns are identified. The academic coordinator/course instructor will work with the CI and the student to determine solutions or suggestions for remediation of any concerns. The student is expected to take responsibility for and be an active participant in the development of a remediation plan. If after remediation the student performance problems cannot be resolved, the student will receive a No Pass or failing grade for the course.

Students must successfully pass PTAT 1940 and PTAT 2840 to continue in the program. Students must successfully complete PTAT 2971 and PTAT 2850 to graduate. Students who receive an incomplete for a clinical course may return to the clinical site to complete the course requirements at the discretion of the SCCE, course instructor and ACCE, and only if the clinical site can accommodate the student and if the CI believes the student will reach the required performance level within the available time frame. Additional information for each clinical course is located in the course syllabus.

Clinical Site Visits and Monitoring

The ACCE or course instructor may make clinical site visits during student clinical experiences. The visits are scheduled with the clinical instructor and the student. The visits are dependent upon the availability of the CI, perceived need (determined by the clinical instructor, student, ACCE, and SCCE), and travel funding of the program. The ACCE or course instructor will use the Clinical Site Visit form to help assess

student progress and preparedness, CI and student interaction, and program improvement suggestions. The ACCE or course instructor may also complete the form following a telephone conversation with the CI and student.

At the conclusion of the clinical assignment, an electronic survey will be sent to the clinical instructor and the student for feedback regarding the experience, student preparation and communication with program.

When to Contact the Academic Coordinator of Clinical Education

The program encourages communication between the clinical affiliations, students and the ACCE. Whenever a question or a concern arises during a student clinical affiliation, the student and CI are encouraged to contact the ACCE or course instructor. As soon as a performance problem is identified, the ACCE/course instructor should be contacted. This is especially significant if the identified question or concern may impact the student's successful completion of the clinical assignment. The ACCE/course instructor will assist with resolving questions or concerns, therefore enhancing the clinical education experience for both the CI and the student. Student clinical performance remediation may be monitored by the ACCE/course instructor, SCCE, or CI through regular communication.

If you are having a problem at your clinical site:

1. First, think about what seems to be going on and ask yourself if you are being too hard on yourself or are being overly sensitive to feedback.
2. If the problem is legitimate, deal with it right away. Do not procrastinate thinking maybe tomorrow will be better or adopting a "wait and see" attitude.
3. The first person to discuss this with is the person involved. Clearly state your concern using good assertive communication and owning your own thoughts and feelings by making "I" statements. Do not blame, name call or whine.
4. Ask yourself how or what YOU can change to improve the situation and then act accordingly. Use feedback from your clinical instructor as a guide.
5. Remember, you are the student and your CI, staff members, and patients/clients are the ones for whom you need to demonstrate acceptable behaviors and skills.
6. If the problem is not resolved, contact the ACCE.
7. If the problem is not resolved after involvement of program personnel, it may result in you being removed from the site.

PTA PROGRAM EXPOSURE PROCEDURE

Body Fluid Exposure

Students may be exposed to patients with communicable or infectious diseases. All patients must be considered as potentially infected with blood-borne pathogens. The following are examples of types of exposures, but are not limited to:

1. Needle sticks.
2. Lacerations from other sharp items contaminated with any body fluid.
3. Mucous membrane splashes with any body fluid.
4. Blood or body fluid contamination of any area of broken or open skin (chapped or scratched areas or lesions from insect bites).

Reporting the Incident

All Tri-C students who are exposed to a body fluid must adhere to the following procedures, after procuring the proper assistance to disinfect themselves:

1. Students must immediately report the exposure to their CI.
2. An incident report will be filed by the facility per their policy.
3. The student must contact the PTA Program Director and complete Tri-C's Student Incident Report form (Appendix II)

Note: The College's Professional Liability Insurance will not cover any expenses incurred by the student as a result of the student's incident. Any hospital or medical service provided to the student related to the incident will need to be covered by the student's personal health insurance or self-pay. The expense cannot and will not be covered as an industrial (Worker's Compensation) claim, as the student is not considered an employee.

5. Holidays

The College holidays procedure lists recognized holidays. These dates are included as part of the College closed days on the Academic Calendar. In addition to these dates, the College will close for Thanksgiving Recess and Winter Break. No credit courses will be offered on campus during Spring Break.

PTA Program students are permitted to participate in clinical education on a holiday in which the academic institution is officially closed if the CI is scheduled to be at the site that day. If the site is closed for the holiday, the student is excused from the clinical assignment. The student will also take holidays as designated by the CI, when the clinical facility closes for the day, even if the College is open that day.

6. Hours

The PTA Program is considered a full-time program, which means that successful completion of the program will often require a student to devote greater than 30 hours per week involved in activities that are directly or indirectly related to the PTA program and their education. In addition, program students are required to complete three full-time clinical rotations while in the program.

1. PTAT 1940 Field Experience I: 5-week full-time rotation
2. PTAT 2840 Clinical Practicum I: 6-week full-time rotation
3. PTAT 2850 Clinical Practicum II: 6-week full-time rotation

Each clinical assignment will require the student to be at a clinical facility following the full-time work schedule of their assigned clinical instructor(s).

7. Emergency Closures and Inclement Weather

When determining a closure the College will utilize the Emergency Closing Procedure.

PTA Program students are still expected to attend the clinical assignment if the College closes for an emergency situation. If the College closes due to severe weather conditions, the student should use his/her personal discretion regarding attendance and safety.

APPENDICES

Appendix I – Glossary of College and Program Terminology

Academic Behavior: refers to the standards that are expected for students to successfully complete coursework designated for their specific program of study, degree, and/or certificate.

Appeal Panel: refers to an approved body of individuals designated to review and make a determination on a decision that the student found unfavorable.

Closing: refers to the closure of the College or a specific campus or campuses for a designated reason (e.g. weather, natural disaster, utility outage, etc.). Emergency Closing. *See program handbook for closing guidance for students at clinical/experiential learning/practicum sites.

Code: refers to the Student Conduct Code (3354: 1-30-03.5) and Student Judicial System (3354:-1-30-03.6) and identifies prohibited conduct and clarifies when the code applies to student behavior.

Complaint: refers a matter that the complainant believes requires institutional attention. Select the appropriate category here Student Complaints, Concerns and Compliments.

Conduct: refers to student behaviors as it relates to prohibited actions as described in the Student Code of Conduct and related College Policies and Procedures. Student Code of Conduct can be found Student Conduct Code and Student Judicial System

Contractor/Vendor: refers to any individual or entity that has been contracted/retained to provide a service to the College.

Credit Course: refers to coursework that awards academic credit towards a degree and/or certificate.

Disciplinary Action: refers to corrective remedies imposed as a result of findings and recommendations from a program conduct meeting, level one hearing, and/or program professional conduct committee review.

Dismissal, College: refers to separation of the student from the College for a definite period of time. Conditions for readmission are outlined in the Student Code of Conduct sanction descriptions.

Dismissal, Programmatic: refers to separation of the student from a specific academic program. Conditions for readmission are specific to each program.

Ethics: refers to generally accepted professional standards of behavior as documented in the Codes of Conduct, Professional Ethical Standards, etc. of external professional organizations, licensure boards, etc.

Expulsion: refers to permanent separation of the student from all College locations, events and activities. An expulsion is denoted on a student's permanent transcript.

Faculty: refers to any permanent College employee assigned full-time to instruct credit course(s).

Grade Dispute: refers to a challenge to a recorded grade (final grades only — does not apply to individual assignments or midterm grades), and must be filed by a student to the Academic Affairs Office at the campus to which the course was associated no later than sixty (60) days after the disputed grade is recorded. Link: Student Complaints, Concerns and Compliments.

Grievance: refers specifically to the ADA/Section 504 Grievance Procedure as outlined in the Student Handbook and available here: Student Complaints, Concerns and Compliments.

Guidelines: refers to operating principles specific to a College program or department.

Instructor/Adjunct Faculty: refers to any individual assigned to instruct a credit/non-credit course, workshop, training seminar, summer camp, etc.

Lecturer: refers to a full-time instructor with a specific term related contract who has all of the duties and responsibilities of a fulltime faculty member at the college.

Non-Credit Course: refers to coursework that does not award academic credit towards a degree and/or certificate.

Peer Panel: refers to a body of individuals consisting of faculty in a specific discipline who evaluate a student's specific request regarding a disputed grade.

Policy: refers to documented operating principles for the College as approved by the Board of Trustees.

Policy and Procedure: Policies and procedures act as the operating principles for Cuyahoga Community College. All official College polices must be approved by the College's Board of Trustees and all official procedures must be reviewed and approved by the Office of Legal Services prior to the effective date.

Preceptor: "Internal" / "External"

- Internal preceptor refers to an employee of Cuyahoga Community College who works with students in matters related to experiential learning.
- External preceptor refers to an employee of a clinical or experiential site who is not an employee of Cuyahoga Community College. External preceptors supervise student experiential learning and often provide feedback and assessments of the student to the program.

Probation, College (Academic): refers to a status that follows after a student is not performing at a successful level. The College's Academic Probation policy is found here: Procedure on Academic Status

Probation, College (Behavioral): refers to a written reprimand for a designated period of time and includes the probability of more severe disciplinary action if the student violates any College rules during the probationary period. College Behavioral Probation is found here Student Conduct Code and Student Judicial System

Probation, Programmatic: refers to a student being placed on probation as a result of a corrective action panel specific to a program.

Procedure: refers to documented standard practices of how a board-approved policy is carried out.

Professional Conduct Committee: refers to a committee established to review a student's academic performance and/or professional behavior at the programmatic level and may make appropriate recommendations pertinent to any eligible behavioral modification and/or remedial actions.

Professionalism and Professional Conduct: refers to behavioral expectations and guidelines set forth in programmatic, clinical, experiential and professional associations and organizational guidelines. These expectations and guidelines may appear in various forms such as a code of ethics, clinical facility guidebooks, and /or practicum/internship expectations, etc. These expectations and guidelines are in addition to the College's official policies and procedures.

Protocols: refer to step-by-step processes specific to a College program or department.

Readmission: refers to the delineated process for the reinstatement of a student subsequent to a period of separation from the College and/or a College program.

Reinstatement: refers to the process by which a student returns to good standing at the College or in a specific academic program after a period of probation/suspension/dismissal.

Remediation: refers to a program-specific process of improving student performance. Remedial actions are not disciplinary actions.

Responsible Employee: refers to any individual required to take action based on reportable misconduct. All College employees have an obligation to adhere to the reporting requirements prescribed in applicable laws, regulations and College mandates.

Sanction: refers to any corrective action taken as a result of a student behavioral decision.

Staff Member: refers to any employee (part time/full time) of Cuyahoga Community College in a non-instructional role who performs duties as assigned.

Standards: refers to guidelines established by accreditation and approving bodies (e.g. state governing bodies) that a program must adhere to in order to maintain status.

Student: refers to anyone enrolled in a course of study at the College whether in a credit or non- credit course, workshop, training seminar, summer camp, etc. Applicants may also be considered 'students' under certain delineated circumstances

Suspension: refers to a temporary separation from the College or a specific academic program for a defined period of time as results of academic or behavioral issues. Eligibility for readmission may be contingent upon satisfactory or specific condition imposed at the time of suspension.

Withdrawal: refers to the process through which a student withdraws or is removed from coursework.

Appendix II – Student Incident Reporting

https://www.tri-c.edu/administrative-departments/business-continuity/documents/incident-report-student.pdf

Appendix III -

Appendix III – Handbook Acknowledgement Form

I acknowledge I have received, read, and understand the contents of the student handbook for the Physical Therapist Assisting Program. By signing this document, I affirm that I understand and agree to adhere to the contents of the program handbook.

In addition to acknowledging and affirming the statements above, by signing this document I also acknowledge and accept that the College and the program reserve the right to revise the above-referenced handbook, documentation, and guidance at any time without notice. I also understand and accept that certain information, including but not limited to student directory information, immunization records, and background check results may be disclosed in the course of my enrollment in accordance with applicable laws, regulations, and College policies and procedures.

Name (please print): _____

Signature: _____

Date: _____

Student # _____

Cuyahoga Community College

Physical Therapist Assisting Program

INFORMED CONSENT

The following document outlines elements of the Tri-C PTA Program to which we feel candidates should be particularly aware, as they apply to expectations on student performance and participation in this educational program. Please read this statement carefully, feel free to ask questions for clarification, and consider the scope of the educational program into which you are enrolling. Please fill in your name on page 1 below AND sign and date on page 2.

I, _____, will be a participant in the Physical Therapist Assistant Program at Cuyahoga Community College.

I understand that the program is academically rigorous and understand that knowledge and skills gained in General Education courses are foundational and will be applied throughout the educational process. I understand that the program will include academic, laboratory and clinical work performed in the classroom, laboratory, hospital or other clinical facilities and will include direct care or exposure to clients with a variety of illnesses and diseases. I understand that I may be exposed to disease carrying bacteria, and substances used to kill these organisms.

I understand that as a student in the Physical Therapist Assisting Program, I am required to practice and experience all procedures taught in the laboratory portion of the program and that experiencing these procedures is an integral part of the educational process. If there are any medical reasons that I cannot be a subject for a particular procedure, I understand I and acknowledge I have been made aware of the College's Student Accessibility Services department and the understand I should contact the office with any medical or disability related concerns. Understanding any rights afforded me by the Americans with Disabilities Act or under the First Amendment's protection for religious observances, I consent to have all treatment procedures practiced on me unless it is medically contraindicated for myself or is potentially harmful to my developing fetus.

I understand that I may also be videotaped, audio taped, or photographed in the course of this program. Participation in the program necessitates the wearing of appropriate and specific clothing. I understand that exposure of certain body parts will be part of required activities. Specific laboratory clothing is identified in the PTA Program Student Handbook.

I understand that I am responsible for my own transportation to and from academic and clinical experiences. I also understand that participation in clinical education may also require drug testing and criminal background information.

I understand that I must maintain good health and notify the school of any physical or mental limitations/problems that may affect my performance.

I understand I must submit proof of immunizations, a yearly negative examination for TB, CPR certification, and proof of medical insurance. In addition, some clinical facilities may require a drug screening, and if so the cost may be incurred by me. I also understand that if requested by the school, I must provide a medical release from my physician to resume the program.

A student will be expected to seek the supervision and consultation of academic or clinical faculty in a timely manner. I understand that I must be able to interact effectively and build relationships with all individuals.

A student must be able to acquire the information presented through demonstrations and experiences in the program. A student must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing assessments, interventions, and treatments. A student must be capable of perceiving signs of disease and infection as manifested through physical assessment. Such information is derived from images of the body surfaces, palpable changes in tissue, smells, and auditory information (patient voice, heart and lung sounds).

Physical therapy is a dynamic profession dealing primarily with the assessment and management of movement disorders. To this end, students must be capable, within reason, of participating in physical activities typical in day-to-day self-care, must be able to perform motor function tests and treatments on others, and must be able to ensure the physical safety of a patient at all times.

I understand that all required personal aptitudes and characteristics are detailed in the PTA Program Student Handbook.

I understand that I will be directed to the electronic versions of the PTA Program Student Handbook at the program orientation. I understand that I must adhere to all rules and regulations of the school and clinical sites. Ethical and professional conduct will be expected of all students. These characteristics encompass intelligence, compassion, empathy, altruism, integrity, responsibility and tolerance.

I understand that the Tri-C PTA Program and its faculty have a responsibility to the public to assure that its graduates can be fully competent and caring in the role of an entry level physical therapist assistant. I hereby certify that I have read the entire document, that I am fully familiar with the contents of this document and that I fully understand its terms. Any questions that I have about this program and the contents of this document have been fully explained to my satisfaction. I am over 18 years of age.

Signature:_____ Date: _____