



PHYSICAL THERAPIST ASSISTANT

PROGRAM POLICY MANUAL

2017-2018

updated: Summer 2017

*This handbook is not inclusive of all institutional policies and procedures or student responsibilities and expectations. For further information please refer to the college academic catalog and handbook, program clinical manual, and individual course syllabuses.

TABLE OF CONTENTS

Introduction.....	3
Philosophy and Values of Physical Therapist Assistant Program.....	4
Mission.....	5
Vision	5
Program Goal and Outcomes.....	6
Disability Statement.....	7
Graduate Practice Expectations.....	7
Basic Program Information	10
Program Policies and Procedures.....	12
Academic Integrity	12
Progression Statement	12
Attendance Requirements.....	13
Grading.....	14
Laboratory	15
Lab Performance Passage Policy.....	15
Classroom.....	16
Professional Behaviors and Standards of Practice	16
Keys for Student Success	17
Minimum Required Skills of PTA Graduates	18
Standards of Practice for PT	32
Standards of Ethical Conduct	35
Disciplinary Procedures.....	36
CPR.....	36
Required Insurance.....	38
Infectious Disease Guidelines.....	39
Medical Emergencies and Plan for Student Exposure Incidents.....	41
Program Statistics.....	43
Additional Program Costs (SAMPLE).....	44
Open Lab Usage Policy (SAMPLE).....	45
Release and Indemnity Agreement (SAMPLE).....	46
Exam Question Challenge Form (SAMPLE).....	47
PTA Program Incident Report (SAMPLE).....	48
Probationary Contract (SAMPLE).....	49
Learning Contract (SAMPLE).....	50
Pathogen Exposure Report form(SAMPLE).....	51
Student Signature (SAMPLE).....	52

INTRODUCTION

Welcome! As a Physical Therapist Assistant (PTA) program student at Southwestern Community College (SCC), you have enrolled in this curriculum with the goal of completing training to sit for the professional licensure examination and seek employment to work as a licensed PTA. By accepting a position in the program, you have committed yourself to become a skilled health care provider prepared to work under the guidance and supervision of a Physical Therapist. Under the direction of a supervising Physical Therapist your licensure will allow you to provide direct patient care services focusing on the goals of the profession of physical therapy which include the restoration of function, alleviation of pain, and prevention of physical impairment.

Southwestern's PTA program has been accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) since 1991. The program submits annual reports and has periodic in-depth reviews. Currently CAPTE has accredited the program through December 31, 2021. The PTA program acknowledges its responsibility to publish the current programmatic accreditation status, which is also published in the institution academic catalog and on the college physical therapist assistant website (<http://www.southwesterncc.edu/health-sciences/physical-therapist-assistant>).

This manual has been designed to serve as a reference to you during your tenure in the PTA program. It provides you with the policies and procedures identifying your responsibilities as a PTA student here at SCC. You are responsible for observing all the policies and procedures/rules as stated in this PTA Program Policy Manual, as well as those in the Institutional Academic College Catalog and Student Handbook. In addition, this manual will specify rules of behavior required while you are enrolled in this PTA curriculum. The rules are considered in effect while on campus, at all clinical sites during any program activity off campus, or at any time you may be identified as a Southwestern PTA student. When a student from SCC is present at a clinical site, that facility is considered part of the college. The rules and regulations stated in this manual represent a contractual agreement between SCC and the PTA student during the time enrolled in the program. Failure to comply with these policies, rules and regulations will affect student evaluations and can result in dismissal from the PTA program.

It is the policy of Southwestern Community College and the PTA program faculty that no qualified person shall be excluded from participation in, declined the benefit of, or subjected to discrimination under any college program or activity on the basis of race, color, national origin, sex, age, or disability. Southwestern Community College complies with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Southwestern Community College operates under the open-door policy of the North Carolina Department of Community Colleges. Students are accepted without regard to race, religion, sex, color, creed, national origin, or disability. Any person who is at least 18 years of age or a high school graduate or its equivalent may be accepted by the college. High school students 16 years of age or older may be admitted into credit and continuing education courses in accordance with the dual enrollment policies adopted by the State of North Carolina.

PHILOSOPHY AND VALUES
PHYSICAL THERAPIST ASSISTANT PROGRAM

The PTA program's mission, values and philosophy builds from an institutional foundation and expands to encompass the specific professional expectations necessary to meet the goals of the Physical Therapist Assistant (PTA) program and profession. In accordance with SCC's mission, the PTA program mission also builds on the belief in the essential equality of all. We support the college's open-door policy through recruitment and responsible advising. Our focus is to enhance the evolution of our students so that they will better serve society and the physical therapy profession. We seek stability in all our actions through responsible self-regulation by incorporating vigorous attention to principles of good practice based on resources available at www.apta.org through membership benefits to include but not limited to: *The Guide to PT Practice, 3.0 ed.* and *PT Now (section produced current evidence based practice)*.

The program faculty utilizes several resources to provide an appropriate and comprehensive educational package. Curricular resources include: The Commission on Accreditation in Physical Therapy Education (CAPTE), *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* and The American Physical Therapy Association's (APTA) resource document, *A Normative Model of Physical Therapist Assistant Education: Version 2007*. The CAPTE evaluative criteria identify critical components for PTA education programs. The normative model provides a sound guide to the purpose of PTA education and aligns with the program mission statement. In alignment with the Normative Model, page 7; SCC's program strives to graduate knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers who are culturally sensitive.

The program affirms the following values in its commitment to excellence. We value:

- Recruiting and developing the highest quality academic and clinical staff available.
- Maintaining an exemplary level of didactic and clinical instruction.
- A stimulating educational environment allowing our students to achieve their professional goals.
- Our relationship with the healthcare industry who will ultimately employ our students.
- A fostering environment for all students, potential and current, that pass through our doors.
- Active participation of our Advisory Board in sustaining our values.

The program also affirms the College's Values for Teaching Excellence:

- Inspires students to become independent learners.
- Promotes the development of critical thinking skills.
- Respects each student as an individual.
- Recognizes the use of technology to enhance the teaching-learning process.
- Engages students in learning for practical use and personal growth.
- Provides an innovative and accessible educational experience.
- Demonstrates an excitement about teaching and learning.
- Maintains high standards in a caring, supportive environment.

MISSION

The Physical Therapist Assistant Program at Southwestern Community College is a comprehensive technical program which endeavors to meet the needs of all prospective and existing PTA students. The program is guided under the principles set forth by the Commission on Accreditation for Physical Therapy Education and Southern Association of Colleges and Schools, Commission on Colleges.

We strive to meet the needs of a constantly evolving profession while contributing to the social and economic development of the geographic area. We achieve this mission through the integration of technically related and general education.

An additional component of our Mission at SCC is to strive to uphold the Mission of Physical Therapist Assistant Education as outlined in A Normative Model of Physical Therapist Assistant Education: Version 2007, page 7.

The purpose of physical therapist assistant education is to graduate knowledgeable, competent, self-assured, adaptable, and service oriented patient/care providers. Physical therapist assistant education prepares the graduate to perform selected components of interventions and data collection and assess the patient's/client's safety and response to the interventions provided under the direction and supervision of the physical therapist in an ethical, legal, safe, and effective manner. Additionally, graduates of physical therapist assistant's programs must be prepared to communicate with other members of the health care delivery team; interact with members of the patient's/client's family and caregivers; and work cooperatively with other health care providers. Graduates are prepared to participate with the physical therapist in teaching other health care providers and providing psychosocial support for patient's/client's and their families and caregivers with recognition of individual, cultural, and economic differences.

VISION

The PTA program at SCC attracts academically strong students, for a yearly class of 16, because of its commitment to continually evolving with the field of PT and by incorporating the most current educational tools. Our commitment to quality is shared with the community of potential students through a strong recruitment program. The program has a strong relationship with local and regional clinics allowing for strong diverse educationally sound placements. Our PTA students have a thorough knowledge of the role of physical therapy in the community through their awareness, understanding and preparation for their role in community oriented activities. The PTA lab closely resembles an actual functioning PT clinic environment. Strong coordinated programs exist with the PT program at Western Carolina University and with other health science curricula at Southwestern. Students will participate and become active members in the American Physical Therapy Association to foster professional growth. Students will be skilled in acquiring evidence based practice through the research process and continuing competency practices. Students will exhibit professional leadership behaviors which will be foundational for their desire, skill, and commitment to providing community service.

PROGRAM GOAL AND OUTCOMES

Program Goal:

SCC's program strives to graduate knowledgeable, competent, ethical, self-assured, adaptable, and service-oriented patient/client care providers who are culturally sensitive. The graduate will be able to illustrate his cognitive ability, demonstrate his psychomotor skills, and display his affective/professional behaviors to effectively function as a physical therapist assistant at the entry level.

2016-2017 PTA Program Outcomes/Planning Document-Objectives and Criteria

Employers will be satisfied with the entry level skills of graduates of the PTA program	95% of employers surveyed will indicate they are satisfied or very satisfied with the entry level skills of PTA program graduates
Graduates will be prepared to successfully pass the PTA licensure exam on the first attempt	90% of graduates who attempt the licensure examination will be successful on their first attempt
Southwestern's PTA program exhibits high academic standards	<ul style="list-style-type: none"> -90% of graduates will indicate, on the graduate survey, they were academically prepared to successfully pass the licensure examination -95% of employers surveyed will indicate they are satisfied or very satisfied with the entry level skills of PTA program graduates -Faculty maintain current professional and educational development per PD policy
Southwestern's PTA program will graduate enough students to sustain the program and meet community job market needs	<ul style="list-style-type: none"> -Have a minimum of 30 qualified applicants by February 15, 2017 -75% of students will successfully complete the program in any cohort -100% of students who pass the licensure examination will attain employment within six months of graduation or continue their educational pursuits
Students will be skilled in acquiring and presenting evidence based practice through the research process and continuing competency practices.	<ul style="list-style-type: none"> -90% of the students will review chosen research articles utilizing a rubric provided to them and score $\geq 90/100$ in the 4th semester courses -90% of the students will score $\geq 90\%$ on a research paper and poster board following the inquiry & research process, in the 4th semester. -All students will deliver and score $\geq 4/5$ on the grading rubric for research and peer teaching activity at experiential clinical sites related to physical therapy -Students will successfully complete the clinical Problem Intervention Comparison Outcomes (PICO) with 90 % accuracy
Students will demonstrate progressive understanding of leadership roles through classroom, physical therapy related professional organizations, and community service	<ul style="list-style-type: none"> -100% of students will be active student members of the APTA annually -All students will perform ≥ 4 individual/group classroom presentations at $\geq 90\%$ on the rubric throughout the program -All students will volunteer and fulfill leadership activities ≥ 3 throughout the program -All students will identify and list the hard and soft skills for an entry level PTA utilizing the concept map with completion in PTA 270 (capstone course)
Students will demonstrate progressive skill with clinical interventions reaching entry level in all areas required by the Commission for the Accreditation in Physical Therapy Education (CAPTE)	<ul style="list-style-type: none"> -90% of the students in the first semester (PTA 110 and 130 courses) will pass lab performance exams with a $\geq 90\%$ -Monitor final clinical evaluation form (PTA 260bb) to assess the student has achieved $>3/4$ on #6 "performs appropriate interventions"

Disability Statement

If you have a disability and will need accommodations in order to have full and equal access to this course, please contact Peter Buck, Student Disabilities Coordinator & Counselor, Room G-15 Oaks Hall, 339-4243, pbuck@southwesterncc.edu . Modifications or accommodations for disabilities will not be granted without authorization from this office. Accommodation requests can be made at any time in the semester; however, early contact is strongly encouraged

Graduate Practice Expectations

1. **Credentials:**
 - a. **Education:** Graduate with Associate of Applied Science Degree from accredited physical therapist assistant program at a school approved by the Commission of Accreditation in Physical Therapy Education.
 - b. **Licensure:** Current/active license post successful compliance with requirements of North Carolina Board of Physical Therapy examiners which includes successful completion of associate degree and appropriate score on exam provided by the officially designated examination agency which is the Federation of State Boards of Physical Therapy
2. **Experience:** New graduates will be eligible for immediate employment post successful completion of their licensure process. The graduates of this program at SCC will have successfully completed one integrated clinical experience (ICE) and three full time clinical experiences which collectively reflect a variety of experiences including but not limited to institutional and community based levels of care. The clinical education process allows the students to assess their individual strengths and therapy needs of the community allowing for career flexibility.
3. **Affiliations:** All students must become student members of the APTA and NCPTA at the beginning of the fall semester each year of their educational experience. Students will ideally have attended at least one state NCPTA meeting by the time they complete the PTA program. Current, active membership in the APTA will be stressed as a desirable leadership asset to a responsible newly-graduated PTA so that they can have an effect on the laws and issues that will impact their new profession.
4. **Environmental and Job Specific Demands:**
 - a. Working conditions that the PTA should be expected to face and manage professionally could include: high patient caseload, contact with others, close physical proximity, and stressful environment due to any combination of the following: suddenly reduced staff, equipment failures, lack of adequate or desired supplies, staff or personnel problems reflected in spontaneously adverse behaviors. Such conditions will have been discussed and perhaps simulated and acted out or written out in problem-solving segments of specific courses already completed by SCC graduates.

- b. Exposure to the following will have been dealt with: contaminated clients with a variety of disease entities including: high risk for AIDS, open wounds with purulent and extremely foul-odored exudates, unpleasant sights such as acute or post burns or congenital deformity of acute traumatic injury sites.
- c. Time will be spent standing, walking, bending and twisting the body to perform physical activities that could require considerable use of the arms and legs.

5. Skills Levels:

a. Physical Abilities

- I. Medium work capacity with sufficient static and dynamic strength such that a graduate can safely lift and carry equipment and supplies/materials up to 50 pounds without help, and over 50 pounds with assistance of mechanical devices or other personnel.
- II. Appropriate body mechanics necessary to: stoop, push, pull adequately to move a patient or equipment into position for treatment as well as to execute and complete that treatment. Always being aware that potential for back injuries is high.

b. Specific Motor and Sensory Abilities

- I. Visual and Auditory Acuity, including accurate perception of colors and average hearing ability to beware of a patient's reactions to treatments or to anticipate potential hazards, as well as to read instructions and heed safety warnings is highly recommended, or to be able to make appropriate adaptations. Speech clarity sufficient for communicating with peers and clients
- II. Written and Oral Comprehension and Documentation Abilities: to understand and interpret medical terminology as it applies to physical therapy; to communicate with clients, staff, physicians, visitors, and to prepare precise and succinct reports, progress notes, and other data that record patient treatments, reactions, and evaluate their progress.
- III. Arm and hand steadiness, finger dexterity, manual dexterity and multilimb coordination to carry out exercise programs, measure joint range of motion or perform therapeutic modalities

6. Clerical / Receptionist Abilities:

To accurately record patient charges for services rendered, to carry on brief professional phone conversations, to be adept at filing for timely retrieval of charts and other physical therapy documents, as well as to assist in compiling data for quality assurance reports or audits. These tasks are generally the responsibility of the secretary, but ultimately the PTA, as one of that person's supervisors is responsible for them as well.

7. Responsibility Levels:

- a. Care and maintenance of reporting of malfunctioning of all major equipment.
- b. Appropriate use of expendable equipment and supplies, as well as stocking of adequate amounts of the latter in physical therapy department.
- c. Constant attention to safety of self and patients while using electrical and mechanical equipment, as well as the storage of this equipment.
- d. Confidentiality respected and adhered to regarding patient's status, access to patient medical records, and other documents pertaining to the client.
- e. Planning and timely daily organization of workload/schedule for personnel and other supervised staff's maximum efficiency with the guidance of the PTA's supervising therapist.
- f. Direct and indirect supervision of aides, students, volunteers, visitors, patients waiting to be treated.
- g. Public relations link in physical therapist department's chain of communications with: nursing units, physicians, clients and their families, other department staff, co-workers requiring diplomatic and professional communication skills.
- h. Awareness of and loyal adherence to all applicable policies and procedures of the firm or institution and specific department or section of that firm that you are associated with to include SCC and clinical sites. If you have problems with any policies, follow appropriate chain of command and "grievance" procedures to handle your position/situation. All students will successfully complete HIPPA training prior to clinical experiences. Students must comply with institutional privacy including SCC and all clinical sites. Institutional privacy includes information clincerning clinical practice (patient volume, referral sources, etc), trade agreements, finances and any other specified confidential information. Any infraction of this policy will result in disciplinary action.
- i. Active participation in delivering, as well as attending, continuing education program, seminars, in-services and quality assurance activities.
- j. Knowledge of principles and processes for providing customer and personal services.
- k. Documenting and recording information in written and or electronic form.

8. Curricular Content: The curricular content includes learning experiences designed for students to develop competency in the psychomotor, affective and cognitive skills requisite for their roles as physical therapist assistants. These requisite skills are drawn from the evaluative criteria from the Commission on Accreditation in Physical Therapy Education, the performance expectations described in A Normative Model of Physical Therapist Assistant Education: Version 2007, and the Minimum Required Skills of Physical Therapist Assistant Graduates at entry level. Students gain an understanding, in their introductory courses, of how the curricular content is sequenced to achieve all the foundational skills that are indispensable for a new graduate physical therapist assistant to perform on patient's/client's in a competent and coordinated manner under the direction and supervision of the physical therapist.

BASIC PROGRAM INFORMATION

Program Length

The program spans a five (5) semester time frame of 21 months from August through May. Each semester is 16 weeks long with the exception of the summer semesters, which are 10 weeks in length. There is a break of varying length between consecutive semesters.

Program Sequence

This curriculum-based program follows a very specific progression of physical therapy courses building from an overview of generalizations to specifics of technical procedures. Each semester you will have at least two PTA core courses (denoted PTA) and as the curriculum progresses, you will have two to three or more PTA courses per semester.

SCC is dedicated to the goal of preparing students to become competent health care providers. This requires students start their education with a strong foundational knowledge in anatomy and physiology, physics and liberal arts courses. These courses assist the student in developing their critical thinking, writing and cultural awareness skills as they begin their technical course work.

The PTA curriculum is designed like a pyramid, the building blocks being general education courses with PTA courses dispersed throughout the program. At the top of the structure are the highest levels of PTA skill courses and advanced clinical experiences. You will note throughout the program a healthy mix of PTA courses with progressively more clinical time and laboratory time. The intent is to provide sufficient practical time in class, laboratory, or student-run clinic (PTA 182) working with student subjects or volunteers developing skills before they are utilized on actual patients in the clinical setting.

The off-campus clinical experiences are placed strategically throughout program. The expectation is for a progressive attainment and delivery of professional skills between each experience leading to an entry level of skill. The first clinical experiential rotation lasts approximately four weeks and is

integrated into the third semester to allow application of skills acquired to that date. The second clinical experience will occur in the fourth semester in the student-run clinic on the SCC campus under the direct supervision of licensed physical therapists or physical therapist assistants within the PTA program faculty. The clinical experience will allow students to develop a higher level of skill with communication, professional behaviors, and clinical application of interventions. The final two clinical rotations occur in the fifth semester each lasting six weeks. These terminal experiences are designed to assist the students to acquire entry level skills prior to graduation. Note, focus and preparation for the clinical education courses begins in the first semester and evolves throughout the program so that the students have an understanding of the expectations and have developed critical thinking skills needed for successful clinical practice. This process helps to ensure the student will reach entry-level at the culmination of the program.

The sequence of the PTA program, while being rigorous and demanding, should challenge and inspire you to become a superior professional physical therapist assistant. This process will require self-reflection and self-assessment. If at any point in your studies you have doubts, experience failures, or personal circumstances that you feel will preclude your successful completion of this program, seek the assistance of your advisor and/or college counselors so that some acceptable solution can be sought to alleviate your dilemma (i.e. don't procrastinate when your professional future may be at stake).

Routine Academic Counseling Conference:

A minimum of one confidential counseling session will be held with program academic faculty per semester. The conversation during these meetings may address issues of either an academic or non academic nature depending on specific student issues. These sessions may result with a referral to additional student services such as tutoring or counseling. During these meetings your concerns, your constructive feedback on course content and faculty are solicited. We also encourage you to schedule meetings with your instructors as needed with questions, concerns, and ideas. College life reflects a democratic process wherein the student and faculty, as well as the course content, are continually assessed, adjusted, and reassessed to meet the ever-changing needs.

Availability of Instructors:

Office hours are posted on faculty doors

Diane Page, PT, DPT, Program Coordinator/Instructor:

Office phone (828) 339-4306 or 1-800-447-4091 ext. 4306

Cell phone (828) 734-5828 dpag@southwesterncc.edu

Susan Kimel, PT, ACCE/Instructor:

Office phone (828) 339-4615 or 1-800-447-4091 ext. 4615

Cell phone: (828) 506-2776 skimel@southwesterncc.edu

If extra assistance is needed or a conference is necessary, feel free to make an appointment.

Program Policies and Procedures

Academic Integrity:

An essential quality of any professional is honesty. As health care providers, others' lives are greatly affected by our integrity. The classroom is the first place to develop this quality in the form of academic integrity. It is the policy of the physical therapist assistant program to treat scholastic dishonesty as a serious offense that may result in dismissal from the program. Refer to Student Incident Report for formal reporting. Academic integrity includes:

1. Use their own knowledge to write major papers or compile research information. The student must not plagiarize, quote, or copy others person's works without giving proper recognition as stated in a standard manual on style.
2. Respect the opinions of instructor and other learners. The student should not insult, slur, or degrade instructors, other health professionals, or students.
3. Students should utilize scholarly research appropriately cited and referenced to avoid use of invalid information.
4. Any work should be completed in your own words regardless of collaborative study effort. Assignments shall not be completed in a collective language.
5. Students must demonstrate their own knowledge on all formative and summative assessment. Students must not cheat. Examples of cheating are:
 - Copying from another student's exam paper.
 - Using, during a test, material not authorized by the person giving the exam.
 - Collaborating with another student during an exam without authority.
 - Knowingly using, buying, selling, stealing, transporting , or soliciting in whole or part, the contents of an unadministered or administered exam.
 - Bribing or soliciting another person to obtain an unadministered or administered exam or information about an unadministered or administered exam.
6. Respect the limited resources of textbooks, library books, reprints, and journals. The student must not mutilate, deface, damage, or withhold resources for their own use.

Progression Statement:

Academic progression- All students must achieve no less than a grade of **"C" in all PTA specific classwork** and maintain an overall average of **"C+" (2.75) GPA** to meet minimum academic standards of the program. Individual plans may be developed if a student does not meet this criteria in order to continue progression in the program. (See Student Incident Report and Probationary Contract) The student must make at least a 77 on each exam, as well as a final grade in a course to remain in the program. **An appointment must be initiated by the student within 48 hours of receiving a grade less than 77 on an individual exam/learning activity.** The student will have an opportunity to

remediate and demonstrate mastery of the material to progress, however the original grade stands. Students may also be referred to one of the institutional student services areas for further support, such as the learning assistance center, tutoring, counseling, student support services.

Clinical preparation and progression statement:

Clinical sites have the right to require a criminal background check and drug screen before allowing a student to attend clinical education at their facility. Each clinical site has its own set of requirements concerning background checks, drug screens, and immunizations. The Health Science Division has in place a clinical orientation process to prepare students globally for clinical experiences across the various disciplines. The orientation includes processes to, but is not limited to: criminal background check; completion of medical forms including (personal medical history, general physical exam performed by a physician, and immunization verification with possible titering to determine immunity); drug testing protocols and processes; HIPPA training; Blood Borne Pathogen training; planning to obtain current CPR certification; and safe patient handling training.

A student denied placement to an assigned clinic site based on the results of a background screening and/or drug screen will not be able to complete the clinical course, will be unable to progress in their coursework, and may be dismissed from the program. Clinical sites have the right to require students submit to random drug screens if that is a facility policy. If a student fails a drug screening they will be dismissed from the clinical course, will receive an F for the class and will be dismissed from the program.

Students may also be dismissed from the program during any point in the curriculum due to disciplinary issues, unsafe performance or not adhering to any clinical or academic policy and procedures outlined in the Institution Academic Catalog and Handbook, The PTA Program Policy Manual and The Clinical Policy Manual

Any student whose progression is interrupted for more than a 2 year period, and is in good academic standing, must reapply for admissions through the competitive, selective admissions process.

Attendance Requirements

Southwestern Community Colleges expects students to attend and be on time for all scheduled classes and labs. Students should refer to the course syllabus for individual course attendance requirements. At the discretion of instructors, students may make up work missed. When students must be absent, it is vital they remain in contact with their instructors (Academic College Catalog, pg.26)

All classes and Labs must be attended on time and for the complete time allotted. Attendance logs must be completed daily with individual students signing themselves in. **If tardiness occurs three (3) times, this will equate to one full**

class absence. You are considered tardy if you arrive or are not prepared to begin a class at the allotted time. If you leave class early (miss more than 25%) more than **three (3) times, this will equate to one full class absence. Being on time also means be in your seat with materials ready to start.**

You will be allowed three (3) absences during the fall and spring semester. If you exceed the three (3) absences, your final grade will be lowered by two (2) points for each day missed over the three absences. You will only be allowed one absence during the summer semester due to the concentration and compressed nature of the course work. An exception to this policy may be made for extended illness, hospitalizations, death of a family member, etc. Attendance for clinical rotations is addressed in the program clinical policy manual.

Grading:

Scale:

Grade	Definition	QPR
A (93-100)	The student has, in a superior way, met the objectives established for this course.	4
B (85-92)	The student has more than adequately met the objectives established for this course.	3
C (77-84)	The student has adequately met the objectives established for this course.	2
D (70-76)	The student has minimally met the objectives established for this course.	1
F (Below 70)	The student failed to meet the objectives.	0

Grade Scale
A = 93-100
B = 92-85
C = 84-77
D = 76-70
F = Below 70

If present for the class period or an exam or quiz, all students must take the examination or receive a zero for that test. Classroom exams will include material involving theory covered in class and outside assignments.

Due to disruption to other students, if tardy for an examination, the student will not be allowed to enter the classroom and will need to immediately schedule a time to take the exam with the instructor. **REGARDING ABSENCES**

FROM EXAMINATIONS/SCHEDULED QUIZZES/CLINICAL PERFORMANCES: a student has 24 hours prior to or after the scheduled exam time to explain to the instructor an absence and to schedule a make-up time. It is expected that the student will complete the missed formative assessment the first day back on campus, whether it is a regularly scheduled class meeting day or not, unless another agreement has been made with the instructor. Any exam missed and not scheduled to be made up within the 24 hour time will result in the loss of up to one letter grade (seven points) for each day in which the exam is not taken.

Quizzes may be given without notice. If a student is tardy to class while a quiz is being given, they will not be allowed to take the quiz and will be given a zero for it. Make ups are determined based on course, instructor, and topic.

All assignments must be complete and turned in on time. Assignments will vary to include research papers, class presentations, class demonstrations, homework, reports on clinical experiences, etc. If late, the score will be automatically dropped by one letter grade the first day late. If no contact is made by the second day or the assignment is incomplete, the assignment will be graded as a “0”. The student will still be required to complete the assignment, in order to meet the course objective, if not completed the student will be in jeopardy of program progression.

Participation grade is determined by preparation for class discussions and lab activities (including appropriate attire and equipment). To obtain full participation points, students must not distract classmates from the focus of the class and will consistently participate in all class projects, labs, and discussions.

The faculty recognize that interpretation of formative assessment may occasionally present as a challenge to progressing students. A student exam question challenge form has been designed, in the spirit of fairness, to allow students to open discussion with a faculty member when they have a concern related to exam questions. The form must be completed and presented to the specific instructor after scheduled classroom time. (Please refer to the sample provided.)

Laboratory

The PTA program laboratory area has very expensive, state-of-the-art professional, clinical grade equipment. Most of the PTA courses in the curriculum have a laboratory component. **You are required to be an active participant in all lab activities.** The courses are designed so you receive didactic instruction prior to guided training in equipment application. You will be expected to take full responsibility for learning the theory and safe parameters for operation of all therapeutic modalities. Students are expected to respect the equipment and notify faculty if a machine is malfunctioning. If you damage or become aware of damage, stop using it, turn it off, unplug it, and notify the instructor immediately.

The lab can be made available for your use after scheduled lab hours by prior arrangement with your instructor and according to the **lab usage policy**. Once you have demonstrated successful knowledge acquisition through written exams and or lab performances you may be allowed to practice modalities on your own. You retain the responsibility for leaving the lab in neat and orderly fashion you found it and being certain that the door is locked when you leave.

Laboratory dress requirements: All class members (men and women) should have readily available and clean: a gray or blue tank top (T-shirts that have been cut will not be acceptable) and loose fitting t-shirts which can be easily removed. SCC logo T-shirts are permissible. Women are to wear halter-like tops with back closure (two piece swimsuit top or tube top is appropriate). A sweatshirt or jacket should be available to stabilize body temperature if needed. Shorts or capris with elastic waist bands are required. Athletic full leg pants and/or compression shorts are also appropriate for therapeutic exercise and mobility labs to maintain professional modesty. The purpose of such attire is

to permit palpation of hip musculature, exposure for observation, palpation and treatment of upper and lower back musculature. Shoes that are easy to slip on and off (i.e. flip flops) are also recommended. **Students will maintain professional behavior by dressing appropriately (cover lab clothing) whenever leaving the PTA classroom or lab (e.g. bathroom breaks). Shoes and shirts must be worn at all times in and out of class.**

PTA Lab Performance Passage Policy:

Students must satisfactorily pass all skill check offs and practical examinations at a 90% level prior to performing this technique in the clinical setting. The grade received in the initial attempt is the grade calculated into course GPA, but to continue in the curriculum you must reschedule a make-up performance and meet the 90% passage requirement in the same semester in which the modality is taught unless arrangements are made with the program faculty. You are only allowed two (2) attempts* on any practical. If you are unsuccessful after 2 attempts you will receive a zero (0) for that portion of the course, regardless of how many practicals you pass - you must pass all for any credit - and must repeat the course in its entirety to progress in the program. (* Extenuating circumstances, outlined in writing and presented to PTA faculty, will be taken into consideration to allow a third attempt.)

Classroom Dress

Students should be prepared for varying temperatures in the classroom. Casual dress is acceptable for regular classes. Choices for attire, however, should reflect professionalism including a certain amount of modesty. Program polo shirt (navy blue and other colors of each individual's choice) will be required prior to the first clinical rotation. Program shirts are required for lab performance exams, clinicals, presentations, and field trips. Group orders will be coordinated by the program coordinator. NOTE: A polo shirt with the SCC emblem is required in the first semester and may be purchased at the SCC bookstore.

Electronic devices

Cell phones are not allowed in the classroom unless they are turned "OFF". Vibrate is unacceptable. If there is an emergency situation which necessitates a cell phone, the student must discuss the matter with the instructor BEFORE class begins. There will be absolutely no texting during class. A warning will be given with the first incident and the student will be asked to turn off the device. If there is a second incident, the student will be asked to leave the class and they will be counted absent for the entire session. Also, because of the disruptive nature of the devices, the student's participation grade will be affected for the class involved. Recording devices are excellent tools for studying and are allowed in the classroom for recording lecture/class activity with permission of the instructor. **NOTE: the instructor may choose to collect all cell phones to be placed in a central location available during scheduled breaks.**

Laptops, tablets, and smartphones which have internet capability will not be allowed in class unless the instructor approves the use for specific activities. While there are many resources available on these devices they often deter from giving the instructor full attention and may impede the classroom learning experience. Necessary course materials will be made available either through handouts, BlackBoard, or texts.

Professional Behaviors and Standards of Practice

This section displays the professional behaviors, Standards of Ethical Conduct, minimal skills and standards of practice a successful student in Southwestern's PTA curriculum is required to learn and demonstrate during their program tenure. These documents help guide the program curricular development and attainment of the program's goal and objectives.

KEYS FOR STUDENT SUCCESS

Developed by Southwestern Community College Faculty

Students demonstrate *engagement in the learning process*.

To demonstrate engagement in the learning process, students should:

- Take personal responsibility for and be actively involved in the learning process
- Be present and prepared for class
- Bring appropriate materials to class
- Complete assignments on time
- Be attentive and participate in all class activities
- Engage and collaborate with peers through study groups and the sharing of personal contact information
- Ask questions when appropriate
- Ask for help when needed

Students demonstrate appropriate *attendance and punctuality*.

To demonstrate appropriate attendance and punctuality, students should:

- Attend all meetings of each class
- Be on time and ready to work
- Remain in class for the duration of the period, except in cases of emergency or approved class breaks
- Know and adhere to instructors' attendance policies

Students demonstrate *respect for self and others in the learning environment*.

- To demonstrate respect for self and others, students should:
- Demonstrate respect for instructors and classmates by talking when appropriate
- Keep discussions relevant to class material
- Demonstrate appropriate classroom etiquette
- Observe college and classroom policies regarding cell phone use, smoking, parking, eating, etc.
- Turn off all personal communication devices, unless appropriate to the class activities or approved by the instructor
- Respect classroom equipment

Students demonstrate *responsibility, accountability, and professionalism*.

- To demonstrate responsibility, accountability, and professionalism, students should:
- Focus on learning
- Demonstrate self-motivation
- Not obsess about grades
- Do their own work
- Keep an open mind
- Meet class deadlines
- Demonstrate ethical behavior
- Treat the classroom like a job
- Know and follow the SCC student code of conduct

- Use good personal hygiene
- Dress appropriately

Students demonstrate effective *use of learning resources*.

To demonstrate effective use of learning resources, students should access the following as needed:

- Class Instructor
- Learning Assistance Center (LAC)
- Smarthinking.com
- Tutoring
- Library
- Workshops
- Advisor
- Peers
- Web resources

MINIMUM REQUIRED SKILLS OF PHYSICAL THERAPIST ASSISTANT GRADUATES AT ENTRY-LEVEL BOD G11-08-09-18

Background

In August 2007, 30 member consultants convened in Alexandria, VA for a consensus conference. The primary purpose of the conference was to achieve agreement on the minimum required skills for every graduate from a physical therapist assistant program to be able to perform on patients/clients that include, but are not limited to, the skill set required by the National Physical Therapy Examination (NPTE) for physical therapist assistants (PTAs).

Assumptions that framed the boundaries for the discussion during this conference included:

- (1) A minimum set of required skills will be identified that every graduate from a physical therapist assistant program can competently perform in the clinical environment.
- (2) Development of the minimum required skills will include, but not be limited to, the content blueprint for the physical therapist assistant licensure examination; put differently, no skills on the physical therapist assistant licensure blueprint will be excluded from the minimum required skills.
- (3) To achieve consensus on the minimum required skills, 90% or more of the member consultants must be in agreement.
- (4) The minimum required skill of the physical therapist assistant will not exceed that described for the physical therapist.
- (5) Those aspects of patient/client management that are not part of the scope of work of the physical therapist assistant are not addressed in this conference, i.e. examination, evaluation, diagnosis, prognosis, development of plan of care, re-examination, development of discharge plan.

Minimum skills were defined as foundational skills that are indispensable for a new graduate physical therapist assistant to perform on patients/clients in a competent and coordinated manner under the direction and supervision of the physical therapist. Skills considered essential for any physical therapist assistant graduate include those addressing all systems (ie, musculoskeletal, neurological, cardiovascular pulmonary, integumentary) and the continuum of patient/client care throughout the lifespan. Definitions for terms used in this document are based on the *Guide to Physical Therapist Practice*. An asterisk (*) denotes a skill identified on the Physical Therapist Assistant (NPTE) Test Content Outline.

Given that agreement on this document was achieved by a small group of member consultants, the conference document was then disseminated to a wider audience comprised of stakeholder groups that would be invested in and affected by this document. The consensus-based draft document of Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level was placed on APTA's website and stakeholder groups, including APTA Board of Directors, all physical therapist assistant academic program directors, PTA Academic Coordinators/Directors of Clinical Education, and PTA faculties, physical therapists and PTAs serving on CAPTE panels, component leaders, the PTA Caucus, Advisory Panel of PTAs, and a sampling of clinical educators were invited to vote. A modified Delphi was used on whether or not to include/exclude specific essential skills that every PTA graduate should be competent in performing on patients/clients under the direction and supervision of the physical therapist. A total of 494 responses were received and the results were tabulated and analyzed. Those skills that the 494 respondents voted to include with an aggregate score of 80% or higher were incorporated into the final draft document.

The final "vote" was provided in a report to the APTA Board of Directors in November 2008 for their review, deliberation, and action. The Board of Directors adopted the document Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level as a core document to be made available to stakeholders, including PTA academic programs and their faculties, clinical education sites, students, employers and CAPTE. The final document that follows defines Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level.

MINIMUM REQUIRED SKILLS OF PHYSICAL THERAPIST ASSISTANT
GRADUATES AT ENTRY-LEVEL BOD G11-08-09-18

PTA Skill Category	Description of Minimum Skills for PTA
Plan of Care Review <ul style="list-style-type: none"> • <i>Review of physical therapy documents</i> • <i>Review of medical record</i> • <i>Identification of pertinent information</i> • <i>Identification of indications, contraindications, precautions, safety considerations, and expected outcomes</i> • <i>Access to related literature</i> • <i>Match patient goals to selected interventions</i> • <i>Identification of role in patient care</i> • <i>Identification of items to be communicated to the physical therapist</i> 	<ol style="list-style-type: none"> 1. Read all physical therapy documentation, including initial examination and plan of care. <ol style="list-style-type: none"> A. Note indications, contraindications, precautions and safety considerations for the patient. B. Note goals and expected outcomes. C. Seek clarification from physical therapist, as needed. 2. Review information in the medical record at each visit, including: <ol style="list-style-type: none"> A. Monitor medical record for changes in medical status and/or medical procedures. B. Collect data on patient's current condition, compare results to previously collected data and safety parameters established by the physical therapist, and determine if the safety parameters have been met. C. Seek clarification from appropriate health professions' staff for unfamiliar or ambiguous information. 3. Identify when the directed interventions are either beyond the scope of work or personal scope of work of the PTA. 4. Communicate to the physical therapist when there are significant changes in the patient's medical status, physician referral, or when the criticality and complexity of the patient is beyond the knowledge, skills, and abilities of the PTA. 5. Explain the rationale for selected interventions to achieve patient goals as identified in the plan of care.
Provision of Procedural Interventions <ul style="list-style-type: none"> • <i>Compliance with policies, procedures, ethical standards, etc.</i> • <i>Risk management strategies</i> • <i>Protection of patient privacy, rights, and dignity</i> • <i>Competent provision of interventions, including:</i> <ul style="list-style-type: none"> • <i>Therapeutic exercise</i> • <i>Functional training</i> • <i>Manual therapy techniques</i> • <i>Application and adjustment of devices and equipment*</i> • <i>Airway clearance techniques</i> 	<ol style="list-style-type: none"> 1. Provide interventions compliant with federal and state licensing requirements, APTA standards documents (eg, Guide for Conduct for the PTA, Code of Ethics), and facility policies and procedures. 2. Assure safety of patient and self throughout patient care. <ol style="list-style-type: none"> A. Identify the need for and take action when safety of patient or self may be at risk or has been compromised. B. Utilize risk management strategies (eg, universal precautions, body mechanics). 3. Assure patient privacy, rights, and dignity. <ol style="list-style-type: none"> A. Follow HIPAA requirements and observe Patient Bill of Rights. B. Position/drape to protect patient modesty. 4. Provide competent provision of physical therapy interventions, including: <div style="border: 1px solid black; padding: 2px;"> Therapeutic exercise <ol style="list-style-type: none"> A. Aerobic Capacity/Endurance Conditioning or Reconditioning </div>

PTA Skill Category	Description of Minimum Skills for PTA
<ul style="list-style-type: none"> • <i>Integumentary repair and protection techniques</i> • <i>Electrotherapeutic modalities*</i> • <i>Physical agents and mechanical modalities*</i> • <i>Assessment of patient response</i> • <i>Clinical problem solving</i> • <i>Ability to modify techniques</i> 	<ol style="list-style-type: none"> 1. Increase workload over time 2. Movement efficiency and energy conservation training 3. Walking/wheelchair propulsion programs <p>B. Balance, coordination, and agility training</p> <ol style="list-style-type: none"> 1. Developmental activities training 2. Neuromuscular education or reeducation 3. Postural awareness training 4. Standardized, programmatic, complementary exercise approaches (protocols) 5. Task-Specific Performance Training (eg, transfer training, mobility exercises, functional reaching) <p>C. Body mechanics and postural stabilization</p> <ol style="list-style-type: none"> 1. Body mechanics training 2. Postural stabilization activities 3. Postural awareness training <p>D. Flexibility exercises</p> <ol style="list-style-type: none"> 1. Range of motion 2. Stretching (eg, Passive, Active, Mechanical) <p>E. Gait and locomotion training</p> <ol style="list-style-type: none"> 1. Developmental activities training 2. Gait training (with and without devices) 3. Standardized, programmatic, complementary exercise approaches 4. Wheelchair propulsion and safety <p>F. Neuromotor development training</p> <ol style="list-style-type: none"> 1. Developmental activities training 2. Movement pattern training 3. Neuromuscular education or reeducation <p>G. Relaxation</p> <ol style="list-style-type: none"> 1. Breathing strategies (with respect to delivery of an intervention) 2. Relaxation techniques (with respect to delivery of an intervention) <p>H. Strength, power, and endurance training for head, neck, limb, trunk, and ventilatory muscles</p> <ol style="list-style-type: none"> 1. Active assistive, active, and resistive exercises, including concentric, dynamic/isotonic, eccentric, isometric, diaphragmatic breathing, and low-level plyometrics (eg, kicking a ball, throwing a ball) <p>Functional training in self-care and home management</p> <p>A. Activities of daily living (ADL) training</p> <ol style="list-style-type: none"> 1. Bed mobility and transfer training 2. Activity specific performance training <p>B. Device and equipment use and training</p> <ol style="list-style-type: none"> 1. Assistive and adaptive device or equipment training during ADL <p>C. Injury Prevention or reduction</p> <ol style="list-style-type: none"> 1. Injury prevention education during self-care and home management 2. Injury prevention or reduction with use of devices and equipment

PTA Skill Category	Description of Minimum Skills for PTA
	3. Safety awareness training during self-care and home management
	Manual therapy techniques
	<ul style="list-style-type: none"> A. Therapeutic Massage B. Soft Tissue mobilization C. Passive range of motion
	Application and adjustment of devices and equipment
	<ul style="list-style-type: none"> A. Adaptive devices <ul style="list-style-type: none"> 1. Hospital Beds 2. Raised Toilet Seats B. Assistive devices <ul style="list-style-type: none"> 1. Canes 2. Crutches 3. Long-handled reachers 4. Walkers 5. Wheelchairs C. Orthotic and prosthetic devices <ul style="list-style-type: none"> 1. Braces D. Protective devices <ul style="list-style-type: none"> 1. Braces E. Supportive devices, such as: <ul style="list-style-type: none"> 1. Compression garments 2. Elastic wraps 3. Soft neck collars 4. Slings 5. Supplemental oxygen
	Breathing strategies/oxygenation
	<ul style="list-style-type: none"> 1. Identify patient in respiratory distress 2. Reposition patient to improve respiratory function 3. Instruct patient in a variety of breathing techniques (pursed lip breathing, paced breathing, etc.) 4. Administration of prescribed oxygen during interventions.
	Integumentary protection
	<ul style="list-style-type: none"> 1. Recognize interruptions in integumentary integrity 2. Repositioning 3. Patient education 4. Edema management
	Electrotherapeutic modalities, such as:

	<ol style="list-style-type: none"> 1. Electrotherapeutic delivery of medications 2. Electrical muscle stimulation 3. Electrical stimulation for tissue repair 4. Functional electrical stimulation 5. High-voltage pulsed current 6. Neuromuscular electrical stimulation 7. Transcutaneous electrical nerve stimulation
--	---

PTA Skill Category	Description of Minimum Skills for PTA
	<u>Physical agents</u> <ol style="list-style-type: none"> 1. Cryotherapy (eg, cold pack, ice massage, vapocoolant spray, hydrotherapy) 2. Ultrasound 3. Thermotherapy (eg, dry heat, hot packs, paraffin baths, hydrotherapy) <u>Mechanical modalities</u> <ol style="list-style-type: none"> 1. Compression therapies 2. Mechanical motion devices 3. Traction devices <ol style="list-style-type: none"> 5. Determine patient's response to the intervention: <ol style="list-style-type: none"> A. Interview patient and accurately interpret verbal and nonverbal responses B. Identify secondary effects or complications caused by the intervention C. Determine outcome of intervention (positive or negative), including data collection and functional measures 6. Use clinical problem solving skills in patient care. <ol style="list-style-type: none"> A. Determine if patient is safe and comfortable with the intervention, and, if not, determine appropriate modifications B. Compare results of intervention to previously collected data and determine if there is progress toward the expectations established by the PT or if the expectations have been met C. Determine if modifications to the interventions are needed to improve patient response 7. Modify interventions to improve patient response. <ol style="list-style-type: none"> A. Determine modifications that can be made to the intervention within the plan of care B. Communicate with physical therapist when modifications are outside scope of work or personal scope of work of PTA C. Select and implement modification D. Determine patient outcomes from the modification

Patient Instruction <ul style="list-style-type: none"> • <i>Application of principles of learning</i> • <i>Use of variety of teaching strategies</i> • <i>Methods to enhance compliance</i> • <i>Clarity in instructions</i> • <i>Assessment of patient response</i> 	<ol style="list-style-type: none"> 1. Apply principles of learning using a variety of teaching strategies during patient instruction. 2. Provide clear instructions (eg, verbal, visual). 3. Apply methods to enhance compliance (eg, handouts, reporting forms). 4. Determine patient response/understanding of instruction.
--	---

PTA Skill Category	Description of Minimum Skills for PTA
Patient Progression <ul style="list-style-type: none"> • <i>Competent patient progression</i> • <i>Communication of pertinent information</i> • <i>Relationship of psychosocial factors to progress</i> • <i>Clinical problem solving</i> 	<ol style="list-style-type: none"> 1. Implement competent patient progression. <ol style="list-style-type: none"> A. Identify the need to progress via data collection. B. Determine what progression can be made within the plan of care. C. Identify possible progressions that will continue to advance patient response. D. Select and implement the progression of the intervention. E. Determine outcomes of the intervention. 2. Communicate pertinent information. <ol style="list-style-type: none"> A. Identify changes in patient response due to intervention. B. Describe adjustments to intervention within plan of care. C. Describe response to change in intervention. 3. Recognize when other variables (psychological, social, cultural, etc.) appear to be affecting the patient's progression with the intervention. 4. Determine if patient is progressing toward goals in plan of care. If no, determine if modifications made to the intervention are required to improve patient response.
Data Collection <ul style="list-style-type: none"> • <i>Competent data collection</i> • <i>Interview skills</i> • <i>Accurate and timely</i> • <i>Clinical problem solving</i> • <i>Ability to modify techniques</i> • <i>Documentation and communication</i> 	<ol style="list-style-type: none"> 1. Provide accurate, reproducible, safe, valid, and timely collection and documentation of data to measure the patient's medical status and/or progress within the intervention as indicated in the following categories: <ul style="list-style-type: none"> <u>Anthropometric characteristics</u> <ol style="list-style-type: none"> 1. Measure body dimensions (eg, height, weight, girth, limb length). <u>Arousal, attention, and cognition</u> <ol style="list-style-type: none"> 1. Determine level of orientation to situation, time, place, and person. 2. Determine patient's ability to process commands. 3. Determine level of arousal (lethargic, alert, agitated).

	<ol style="list-style-type: none"> Test patient's recall ability (eg, short term and long term memory).
	<u>Assistive and adaptive devices</u> <ol style="list-style-type: none"> Measure for assistive or adaptive devices and equipment. Determine components, alignments and fit of device and equipment. Determine patient's safety while using the device. Monitor patient's response to the use of the device. Check patient or caregiver's ability to care for device and equipment (maintenance, adjustment, cleaning).

PTA Skill Category	Description of Minimum Skills for PTA
	<u>Body mechanics</u> <ol style="list-style-type: none"> Determine patient's ability to use proper body mechanics during functional activity.
	<u>Environmental barriers, self-care, and home management</u> <ol style="list-style-type: none"> Identify potential safety barriers. Identify potential environmental barriers. Identify potential physical barriers. Determine ability to perform bed mobility and transfers safely in the context of self-care home management.
	<u>Gait, locomotion, and balance</u> <ol style="list-style-type: none"> Determine patient's safety while engaged in gait, locomotion, balance, and mobility. Measure patient's progress with gait, locomotion, balance, and mobility, including use of standard tests. Describes gait deviations and their effect on gait and locomotion.
	<u>Integumentary integrity</u> <ol style="list-style-type: none"> Identify activities, positioning, and postures that may produce or relieve trauma to the skin. Identify devices and equipment that may produce or relieve trauma to the skin. Observe and describe skin characteristics (eg, blistering, continuity of skin color, dermatitis, hair growth, mobility, nail growth, sensation, temperature, texture, and turgor). Observe and describe changes in skin integrity, such as presence of wound, blister, incision, hematoma, etc. Test for skin sensation and describe absent or altered sensation.

	<p>Muscle function</p> <ol style="list-style-type: none"> 1. Perform manual muscle testing. 2. Observe the presence or absence of muscle mass. 3. Describe changes in muscle tone. <p>Neuromotor function</p> <ol style="list-style-type: none"> 1. Identify the presence or absence of developmental reflexes, associated reactions, or abnormal tone. 2. Identify performance of gross and fine motor skills. <p>Orthotic and prosthetic devices and equipment</p> <ol style="list-style-type: none"> 1. Check components, ensure alignment and fit of orthotic devices, braces, and/or splints. 2. Determine effectiveness of components (Is it working or not?), alignment, and fit of orthotic devices, braces, and splints during functional
--	--

PTA Skill Category	Description of Minimum Skills for PTA
	<p>activities.</p> <ol style="list-style-type: none"> 3. Determine patient/caregiver's ability to don/doff orthotic, device, brace, and/or splint. 4. Determine patient/caregiver's ability to care for orthotic device, brace, or splint (eg, maintenance, adjustments, and cleaning). <p>Pain</p> <ol style="list-style-type: none"> 1. Define location and intensity of pain. <p>Posture</p> <ol style="list-style-type: none"> 1. Determine postural alignment and position (static and dynamic, symmetry, deviation from midline). <p>Range of motion</p> <ol style="list-style-type: none"> 1. Perform tests of joint active and passive movement, muscle length, soft tissue extensibility, tone and flexibility (goniometry, tape measure). 2. Describe functional range of motion. <p>Sensory response</p> <ol style="list-style-type: none"> 1. Perform tests of superficial sensation (coarse touch, light touch, cold, heat, pain, pressure, and/or vibration). 2. Check peripheral nerve integrity (sensation, strength). <p>Vital Signs</p> <ol style="list-style-type: none"> 1. Monitor and determine cardiovascular function. (eg, peripheral pulses, blood pressure, heart rate) 2. Monitor and determine physiological responses to position change (eg, orthostatic hypotension, skin color, blood pressure, and heart rate).

	<ol style="list-style-type: none"> 3. Monitor and determine respiratory status (eg, pulse oximetry, rate, and rhythm, pattern). 2. Provide timely communication to the physical therapist regarding findings of data collection techniques. 3. Recognize when intervention should not be provided or should be modified due to change in patient status.
Documentation <ul style="list-style-type: none"> • <i>Select relevant information</i> • <i>Accuracy</i> • <i>Ability to adapt</i> 	<ol style="list-style-type: none"> 1. Document in writing/electronically patient care using language that is accurate, complete, legible, timely, and consistent with institutional, legal, and billing requirements. 2. Use appropriate grammar, syntax, and punctuation in communication. 3. Use appropriate terminology and institutionally approved abbreviations. 4. Use an organized and logical framework to document care.

PTA Skill Category	Description of Minimum Skills for PTA
	<ol style="list-style-type: none"> 5. Identify and communicate with the physical therapist when further documentation is required.
Safety, CPR, and Emergency Procedures <ul style="list-style-type: none"> • <i>Safety</i> • <i>Initiate emergency response system</i> • <i>CPR</i> 	<ol style="list-style-type: none"> 1. Ensure safety of self and others in the provision of care in all situations. 2. Initiate and/or participate in emergency life support procedures (simulated or actual). 3. Initiate and/or participate in emergency response system (simulated or actual). 4. Maintain competency in CPR. 5. Prepare and maintain a safe working environment for performing interventions (e.g. clear walkways, equipment checks, etc.).
Healthcare Literature	<ol style="list-style-type: none"> 1. Reads and understands the healthcare literature.
Education <ul style="list-style-type: none"> • <i>Colleagues</i> • <i>Aides, volunteers, peers, coworkers</i> • <i>Students</i> • <i>Community</i> 	<ol style="list-style-type: none"> 1. Instruct other members of the health care team, using established techniques, programs, and instructional materials, commensurate with the learning characteristics of the audience. 2. Educate colleagues and other health care professionals about the role, responsibilities, and academic preparation and scope of work of the PTA.
Resource Management	<ol style="list-style-type: none"> 1. Follow legal and ethical requirements for direction and

<ul style="list-style-type: none"> • Human • Fiscal • Systems 	<p>supervision of other support personnel.</p> <ol style="list-style-type: none"> 2. Select appropriate non-patient care activities to be directed to support personnel. 3. Identify and eliminate obstacles to completing patient related duties. 4. Demonstrate efficient time management. 5. Provide accurate and timely information for billing and reimbursement purposes. 6. Adhere to legal/ethical requirements, including billing. 7. Maintain and use physical therapy equipment effectively.
Behavioral Expectations: <ul style="list-style-type: none"> • Accountability • Altruism • Compassion and Caring 	<p>Accountability</p> <ol style="list-style-type: none"> 1. Adhere to federal and state legal practice standards and institutional regulations related to patient care and fiscal management.

PTA Skill Category	Description of Minimum Skills for PTA
<ul style="list-style-type: none"> • Cultural Competence • Duty • Integrity • Social Responsibility 	<ol style="list-style-type: none"> 2. Act in a manner consistent with the <i>Standards of Ethical Conduct for the Physical Therapist Assistant</i> and <i>Guide for Conduct of the Physical Therapist Assistant</i>. 3. Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistant's actions. <p>Altruism</p> <ol style="list-style-type: none"> 1. Place the patient's/client's needs above the physical therapist assistant's self-interests. <p>Compassion and caring</p> <ol style="list-style-type: none"> 1. Exhibit compassion, caring, and empathy in providing services to patients; promote active involvement of the patient in his or her care. <p>Cultural competence</p> <ol style="list-style-type: none"> 1. Identify, respect, and act with consideration for the patient's differences, values, preferences, and expressed needs in all physical therapy activities. <p>Duty</p> <ol style="list-style-type: none"> 1. Describe and respect the physical therapists' and other team members' expertise, background, knowledge, and values. 2. Demonstrate reliability in meeting normal job responsibilities (eg, attendance, punctuality, following direction).

	3. Preserve the safety, security, privacy, and confidentiality of individuals.
	4. Recognize and report when signs of abuse/neglect are present.
	5. Actively promote physical therapy.
	<u>Integrity</u>
	1. Demonstrate integrity in all interactions.
	2. Maintain professional relationships with all persons.
	<u>Social Responsibility</u>
	1. Analyze work performance and behaviors and seek assistance for improvement as needed.

PTA Skill Category	Description of Minimum Skills for PTA
Communication	Interpersonal Communication
	<ol style="list-style-type: none"> 1. Develop rapport with patients/clients and others to promote confidence. 2. Actively listen and display sensitivity to the needs of others. 3. Ask questions in a manner that elicits needed responses. 4. Modify communication to meet the needs of the audience, demonstrating respect for the knowledge and experience of others. 5. Demonstrate congruence between verbal and non-verbal messages. 6. Recognize when communication with the physical therapist is indicated. 7. Initiate and complete verbal and written communication with the physical therapist in a timely manner. 8. Ensure ongoing communication with the physical therapist for optimal patient care. 9. Recognize role and participate appropriately in communicating patient status and progress within the health care team.
	Conflict Management/Negotiation
	<ol style="list-style-type: none"> 1. Recognize potential for conflict. 2. Implement strategies to prevent and/or resolve conflict. 3. Seek resources to resolve conflict when necessary.
Promotion of Health, Wellness, and Prevention	<ol style="list-style-type: none"> 1. Demonstrate health promoting behaviors. 2. Recognize opportunities to educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc.) and communicate opportunity to the physical therapist. 3. Educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc.). 4. Recognize patient indicators of willingness to change health behaviors and communicate to the physical therapist.
Career Development	<ol style="list-style-type: none"> 1. Engage in self-assessment. 2. Identify individual learning needs to enhance role in the profession.

PTA Skill Category	Description of Minimum Skills for PTA
	<ol style="list-style-type: none"> 3. Identify and obtain resources to increase knowledge and skill. 4. Engage in learning activities (eg, clinical experience, mentoring, skill development). 5. Incorporate new knowledge and skill into clinical performance.



STANDARDS OF PRACTICE FOR PHYSICAL THERAPY HOD S06-10-09-07 [Amended HOD S06-10- 09-06; HOD S06-03-09-10; HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble

The physical therapy profession's commitment to society is to promote optimal health and functioning in individuals by pursuing excellence in practice. The American Physical Therapy Association attests to this commitment by adopting and promoting the following *Standards of Practice for Physical Therapy*. These Standards are the profession's statement of conditions and performances that are essential for provision of high quality professional service to society, and provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations

A. Ethical Considerations

The physical therapist practices according to the *Code of Ethics* of the American Physical Therapy Association.

The physical therapist assistant complies with the *Standards of Ethical Conduct for the Physical Therapist Assistant* of the American Physical Therapy Association.

B. Legal Considerations

The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy.

The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the assistant.

II. Administration of the Physical Therapy Service

A. Statement of Mission, Purposes, and Goals

The physical therapy service has a statement of mission, purposes, and goals that reflects the needs and interests of the patients/clients served, the physical therapy personnel affiliated with the service, and the community.

B. Organizational Plan The physical therapy service has a written organizational plan.

C. Policies and Procedures

The physical therapy service has written policies and procedures that reflect the operation, mission, purposes, and goals of the service, and are consistent with the Association's standards, policies, positions, guidelines, and *Code of Ethics*.

D. Administration A physical therapist is responsible for the direction of the physical therapy service.

E. Fiscal Management

The director of the physical therapy service, in consultation with physical therapy staff and appropriate administrative personnel, participates in the planning for and allocation of resources. Fiscal planning and management of the service is based on sound accounting principles.

F. Improvement of Quality of Care and Performance

The physical therapy service has a written plan for continuous improvement of quality of care and performance of services.

G. Staffing

The physical therapy personnel affiliated with the physical therapy service have demonstrated competence and are sufficient to achieve the mission, purposes, and goals of the service.

H. Staff Development

The physical therapy service has a written plan that provides for appropriate and ongoing staff development.

I. Physical Setting

The physical setting is designed to provide a safe and accessible environment that facilitates fulfillment of the mission, purposes, and goals of the physical therapy service. The equipment is safe and sufficient to achieve the purposes and goals of physical therapy.

J. Collaboration The physical therapy service collaborates with all disciplines as appropriate.

III. Patient/Client Management

A. Physical Therapist of Record

The physical therapist of record is the therapist who assumes responsibility for patient/client management and is accountable for the coordination, continuation, and progression of the plan of care.

B. Patient/Client Collaboration

Within the patient/client management process, the physical therapist and the patient/client establish and maintain an ongoing collaborative process of decision making that exists throughout the provision of services.

C. Initial Examination/Evaluation/Diagnosis/Prognosis

The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention.

D. Plan of Care

The physical therapist establishes a plan of care and manages the needs of the patient/client based on the examination, evaluation, diagnosis, prognosis, goals, and outcomes of the planned interventions for identified impairments, activity limitations, and participation restrictions.

The physical therapists involve the patient/client and appropriate others in the planning, implementation, and assessment of the plan of care.

The physical therapist, in consultation with appropriate disciplines, plans for discharge of the patient/client taking into consideration achievement of anticipated goals and expected outcomes, and provides for appropriate follow-up or referral.

E. Intervention

The physical therapist provides or directs and supervises the physical therapy intervention consistent with the results of the examination, evaluation, diagnosis, prognosis, and plan of care.

F. Reexamination

The physical therapist reexamines the patient/client as necessary during an episode of care to evaluate progress or change in patient/client status and modifies the plan of care accordingly or discontinues physical therapy services.

G. Discharge/Discontinuation of Intervention

The physical therapist discharges the patient/client from physical therapy services when the anticipated goals or expected outcomes for the patient/client have been achieved.

The physical therapist discontinues intervention when the patient/client is unable to continue to progress toward goals or when the physical therapist determines that the patient/client will no longer benefit from physical therapy.

H. Communication/Coordination/Documentation

The physical therapist communicates, coordinates, and documents all aspects of patient/client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, interventions, response to interventions, changes in patient/client status relative to the interventions, reexamination, and discharge/discontinuation of intervention and other patient/client management activities. The physical therapist of record is responsible for “hand off” communication.

IV. Education

The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development.

The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of students.

The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy.

The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Research

The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient/client management provided by the physical therapist.

VI. Community Responsibility

The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, or providing pro bono physical therapy services.

(See also Board of Directors standard Criteria for Standards of Practice)

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)

[Document updated: 02/03/2011]

Explanation of Reference Numbers:

BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-09-18 [Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

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

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

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

- 2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

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

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal

- or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
 - 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
 - 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

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

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

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

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

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

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

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

PTA Program Disciplinary Procedures

The Discipline and Appeals Procedure 6.27.1 allows for the orderly handling of student disciplinary issues in accordance with due process and justice, and allows for a process for the student to appeal the decision if they disagree.

Grievance Procedure-Due Process

1. In the event a student has an issue with a PTA class instructor (or other program issue) the student should adhere to the following process (see clinical manual for clinical procedure)
 - a. Immediately seek a meeting with the faculty member to discuss and resolve issue
 - b. If the student is unsatisfied with the faculty response they can appeal to the program coordinator for possible resolution
 - c. If the issue is still unresolved or not resolved to the student's satisfaction then they may take the issue before the Dean of Health Sciences.
2. If the parties feel the issue remains unresolved, normal college grievance procedures may then be followed SCC Policies and Procedures Manual: relevant policies can be found on the college website at <http://www.southwesterncc.edu/policiesandprocedures/policies-and-procedures-manual> and in the student academic handbook.

Student Grievance Procedure 6.26.1 for Non-Academic Matters is to provide a system to channel student complaints against faculty and staff concerning the following: Alleged discrimination on the basis of age, sex, race, disability or other conditions, preferences or behavior, excluding sexual harassment complaints.

Student Conduct Review 6.36.1 Southwestern Community College has an obligation to provide a safe place for its students to learn and a safe place for its employees to work. When any college employee has a concern about a student's potential to have a negative consequence to the safety of employees or students, this concern should be reported.

Discipline and Appeals 6.27.1 This procedure allows for the orderly handling of student disciplinary issues in accordance with due process and justice, and allows for a process for the student to appeal the decision if they disagree.

Grade Appeal Process 6.26.1 The grade appeal process applies only to final course grades. In the event a student appeals a grade that prevents progression in a program, the student will be allowed to enroll and attend the following semester pending the outcome of the appeal. If the grade is upheld, the student will be withdrawn and refunded the tuition.

Cardiopulmonary Resuscitation (CPR)

Students are required to attain and maintain certification at the Red Cross, ASHI, or American Heart Community level for all patient care interactions.

Required Insurance

1. Medical Professional Liability Insurance

- a. All Health Science students are required to purchase Malpractice/Liability Insurance. This insurance is purchased through the College Business Office for a cost of \$30 per calendar year. The ACCE will advise you of the appropriate time to purchase the policy. A receipt indicating payment must be uploaded to Castlebranch/Certified Background per instruction provided by the academic coordinator of clinical education (ACCE) each year of the program. Failure to purchase this insurance will prevent you from attending clinical education and could prevent normal progression in the program.
- b. This insurance is for your protection. The coverage that the policy provides is \$2,000,000 each medical incident and \$4,000,000 aggregate.

2. Student Accident Insurance

- a. The Health Science students are required to purchase the Student Accident Insurance Policy. This insurance is purchased through the College Business Office for a cost of \$15 per academic year. A receipt indicating payment must be uploaded to Castlebranch/Certified Background per instruction provided by the academic coordinator of clinical education (ACCE) each year of the program. Failure to purchase this insurance will prevent you from attending clinical education and could prevent normal progression in the program.
- b. This insurance covers only accidents while involved in college-related functions. For illness or health problems, other than accident, you will be responsible for bearing any cost incurred for medical treatment.

3. Private health insurance

- a. Private health insurance is the option of each individual student and is not provided by the college or PTA program.

Infectious Disease Guidelines

1. Blood and Body Fluid Precautions

The body substance precautions developed by the Center for Disease Control (CDC) will be followed in all clinical and campus laboratories. (Body substances include oral secretions, blood, urine and feces, wound or other drainage.) Blood and body substances should be considered infectious in all cases.

- a. Hand washing, using a biocidal agent, is the most important precaution to be taken routinely.
- b.. Latex gloves (nonsterile) - to be worn to avoid direct contact with body substances, mucous membranes, or nonintact skin.
- c.. Plastic gowns - to be worn when clothing is likely to be soiled by body substances.
- d. Masks - to be worn when likely to be splashed by body substances.
- e. Protective eyewear (glasses) - to be worn in situations where blood and body substances could be splattered or splashed.

2. Care of Equipment/Specimens

- a.. Needles and syringes - should be disposed of in a rigid, puncture-resistant container. To prevent accidental needle sticks, needles should not be recapped, purposely bent, broken, or cut.
- b.. Blood and other specimens - should be obtained and handled in accordance with the procedure established for blood and body fluid precautions (Hepatitis B) within the institution.
Contaminated specimen containers and specimen spills should be disinfected according to the CDC guidelines for Hepatitis B/AIDS precautions using current appropriate disinfectants for that setting.
- c. Soiled linens, laundry, and non-disposable articles - contaminated with blood or body fluids, should be handled according to the procedure established for blood and body fluid precautions (Hepatitis B) within the institution.

3. Needlestick/Mucous Membrane Exposure

If a student has a percutaneous (needlestick or cut) or mucous membrane (splash to eye, nasal mucosa or mouth), exposure to blood/body fluids, or has a cutaneous exposure to blood/body fluids when the student's skin is chapped, abraded, or otherwise nonintact, the following protocol will be followed:

- a. The student must immediately report the exposure to the clinical supervisor of the health care facility and to the program faculty.

- b. A health care facility incident report must be completed as soon as possible. A copy of this report should be given to program officials.
- c. An accident report obtained from the college should be completed within 24 hours of the occurrence.
- d. Following the guidelines of the health care facility, the clinical instructor will seek the assistance of appropriate hospital (clinical) personnel to learn the status of the patient relative to possible infection.
- e. To the extent that the health care facility can learn about the patient's infection status, the student is advised to get treatment.

NOTE: If the student refuses treatment, the clinical instructor must make note of the fact.

4. Acquired Immune Deficiency Syndrome (AIDS): Various studies (Weiss, et al, 1985; Hirsch, et al, 1985) found that the risk of health care workers of occupational transmission of HIV is extremely low (McCray, 1986, p. 1131; Logan, 1988; Reis-Schmidt, 1988). When proper hygienic /isolation techniques are practiced, the chances of a health care worker becoming infected with the AIDS virus or any other infectious diseases in the workplace is almost non-existent. It is the policy of most health care agencies to treat AIDS/Hepatitis B clients. There is no legal right for an employee to refuse to treat such patients. Therefore, it is the practice of the division of allied health to prepare students to practice as they will be required when employed within the health care delivery system.
5. Hepatitis Information: Hepatitis is considered a very contagious/dangerous disease and hospital personnel are at risk to this disease. Therefore, it is in the best interest of the student that they have the Hepatitis B vaccine. All students in programs with clinical components will be required to have the vaccine. As a result, the following protocol has been developed:
 - I. All students will be provided with information concerning Hepatitis B.
 - II. Students will provide documentation of the vaccination, or . . .
 - III. Students may elect not to have the Hepatitis B vaccine. However, should they choose not to have the vaccine, they must sign a waiver indicating this decision. A copy of this waiver is attached.
 - IV. In some clinical situations, the only way a waiver will be accepted is if the student secures a statement from a physician indicating that an existing medical condition precludes the student from having the vaccine. This situation would rarely, if ever, occur; however, if this were to occur, the program director will have the list of clinical affiliates for whom this stipulation will apply.
 - V. If the student has already had the vaccination, they must provide documentation indicating the location and date of the vaccination.
 - VI. If it has been more than seven (7) years since the student received the vaccine, it will be strongly

recommended that they consult their physician to determine their immunity.

- VII. Each program director will maintain a file on each student which will indicate the status of each student's Hepatitis B vaccination.
- VIII. If a student leaves the program for any reason before the vaccination series is complete, they will assume all responsibility for completing the series.
- IX. The student will be required to pay for the Hepatitis B vaccine. Following, you will find details on how you can secure the vaccine from your local health departments.

Health Departments

Jackson County Health Department
538 Hospital Road
Sylva, NC 28779
Phone: (828) 586-8994

Macon County Health Department
1830 Lakeside Drive
Franklin, NC 28734
Phone: (828) 349-2081

Swain County Health Department
545 Center Street
Bryson City, NC 28713
Phone: (828) 488-3198

Plan for student exposure incidents

Exposure is defined as contact with any biological or chemical agent through the following avenues:

- Needle stick, cut, laceration or puncture
- Biological or chemical agent contact on non-intact skin or open wound
- Biological or chemical agent contact on mucous membranes (eyes, mouth, nose)

PROCEDURE:

-Wash exposed area immediately with soap and water. If a mucous membrane is the site of exposure, flush with copious amounts of water.

-Report to clinical or lab instructor as soon as possible after the incident.

-The clinical instructor will report the incident to the staff member(s) in charge of the unit or facility and will complete any form required by the facility, the Pathogen Exposure Report Form and Report of Injury/Illness. The clinical instructor will notify the Program Director as soon as possible. The Program Director will notify the appropriate administrator at the student's college of enrollment within 24 hours of the incident. A copy of the Pathogen Exposure Report Form will be placed in the student's record.

-If a biological exposure source is a patient who can be identified, the facility's policy will be followed for determining the patient's HIV/Hepatitis infectious status.

-If the patient to whom there has been a biological exposure incident is known to be HIV positive at the time of the exposure, the clinical facility's guidelines for such incidents will be followed. The student will be excused from clinical and/or lab and directed to seek the consult of a physician within 1-2 hours.

-The cost of follow-up (testing and/or post-exposure prophylaxis) shall be the responsibility of the student.

TRAINING AND INSURANCE

-All students will be provided training related to the transmission of bloodborne pathogens and standard precautions before beginning clinical in a clinical setting. Training shall include: the appropriate use of hand washing, body substance isolation, care in the use and disposal of needles and other sharp instruments, testing, and follow-up procedures.

-All students are required to purchase malpractice insurance and are required to carry personal medical and/or accident insurance.

Please refer to the attached Pathogen Exposure Report Form.

Medical Emergencies

Southwestern Community College has no facilities for medical treatment other than for minor first aid. For minor first aid, medical first aid kits are located in most college facilities. CPR kits are also located in most college facilities. An automatic external defibrillator is located in the Balsam Center Lobby. Policies and procedures for emergency medical care can be found on the college website at: <http://www.southwesterncc.edu/policies/3.16.1.html>

PLEASE NOTE: Specific medical emergency procedures related to the integrated clinical experience (ICE) within the PTA 182 course are addressed within the course syllabus and ICE policy manual.

Updated 7/11/2016



PTA PROGRAM STATISTICS

Year	# of grads / testers	# passed 1st attempt	% of 1st passage	Ultimate Passage	# sought employe nt	# gained employe nt
2008	11	7	64%	100%	11	11
2009	8	8	100%	100%	7	7
2010	11	11	100%	100%	11	11
2011	11	10	90%	100%	11	11
2012	10/9	9	100%	100%	9	9
2013	11	10	91%	100%	11	11
2014	9	9	100%	100%	9	9
2015	12	12	100%	100%	12	12
2016	15	15	100%	100%	15	15
2017	11/12					



**Physical Therapist Assistant
Program Additional Cost Requirements**

Background and Drug Screens (Castlebranch/Certified Background)	\$145.00 (approximate) (Possible \$100 additional cost per each clinical)
Graduate Pin	\$60.00 (approximate)
Lab clothes: SCC polo, tank top, halter-top (women); flip-flops, program T-shirt; shorts (elastic band; compression shorts; full length athletic pants)	varies
Gait Belt	\$20.00
Goniometer	\$20.00
Stethoscope	\$20.00
Watch with second hand	varies
Physical examination and immunizations (annual influenza vaccination and annual Tb skin test). NOTE: other immunizations dependant of clinic site requirments and student immunization history.	varies
Insurance:	
SCC Student accident insurance	\$15.00/academic year (\$30.00)
Malpractice/Liability	\$30.00/calendar year (\$60.00)
Personal health insurance (optional)	Varies
School ID	School ID part of student fees; \$5.00 replacement fee
Clinical clothes (program shirt, lab coat, pants, shoes, etc.)	\$100.00 (approximate)
Off-Campus Clinical supplies (SCC 3-ring notebook; dividers) NOTE: Specific instructions will be provided by the ACCE prior to clinical experiences.	\$20 (approximate)
Travel and housing	Varies-student responsibility
Continuing Education courses	Varies-student responsibility
APTA Membership / Conference (required by beginning of 2 nd year)	\$80.00 per year / \$150.00 to \$200.00
State Licensure Examination (includes: National Exam fee; State licensure board fee; and testing center fee). NOTE: the state licensure fee based on NCPT board fees.	\$550.00 (plan on it being higher, it's gone up yearly)
CPR	\$30.00 (approximate)

**Attendance at class and PTA club functions
Spring semester – pinning ceremony**

This is a partial list with approximate costs.

I, _____, have read the above information and understand that I will be expected to participate in all program functions and to cover the cost of any activities and materials needed.

Student's signature

Date



PTA Program Open Laboratory Usage Policy

Policy:

In accordance with Southwestern Community College's Institutional Safety Policy, the PTA Program has in place the following procedure that allows students the freedom to study on campus in a safe and monitored environment.

Procedure:

Students:

- Are never allowed to be in any building on campus that is not being supervised by security
- Must work in pairs at all times when working on laboratory equipment
- Must attain permission from faculty to be in the class and laboratory rooms during weekday evenings
- Can only operate equipment with instructor permission following classroom and laboratory instruction
- Must have a signed copy of this policy on record, in their student file, before they are allowed to be in the classroom or laboratory outside of structured course contact hours

Any failure to comply with this procedure, demonstrate inappropriate behaviors, exhibit horseplay while in the laboratory or damage equipment will result in the loss of this privilege.

Student's signature

Date



RELEASE AND INDEMNITY AGREEMENT

DATE: _____

This agreement must be signed by all PTA students and anyone who participates in a class or laboratory activity in association with the practice of physical therapy skills. If participant is under the Age of 18 their legal guardian or parent must sign before any activity occurs.

I, the undersigned, _____ residing at _____, hereby acknowledge that this is a Physical Therapist Assistant Program at Southwestern Community College, and that students in this school are not being presented as skilled or licensed therapist assistants.

IN CONSIDERATION of this knowledge, I hereby:

1. Release, discharge, and covenant not to use the above-named school, its proprietors, officers and agents, and its students (all herein referred to as Releases), for all loss or damage, and any claim or demands therefore, on account of injury to the person or property of the patron (including death) whether caused by negligence of the Releases or otherwise.
2. Agree to indemnify and save and hold harmless the Releases from any loss, liability, cost, or damage which they may incur as a result of claims arising from the injury to the person or property (including death) of the participant, whether caused by the negligence of the Releases or otherwise.

The undersigned expressly agrees that the foregoing Release and Indemnity Agreement is intended to be as broad as permitted by the laws of this state and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding continue in full force and effect.

Signature

Date



EXAM QUESTION CHALLENGE FORM

Name _____

Date:

Course Name/number:

Instructions:

Any missed question can be challenged if you feel your answer is correct.

On a separate piece of paper write out the question and your rational for your answer

You must document where you found your answer-book page, lecture notes, hand out. Etc.

This does not automatically mean credit will be granted BUT your rational will be considered for partial or complete credit.



PTA Program Incident Report

Date of the incident:

Date of the report:

Names of people involved:

Type of incident: Academic ☐ Clinical ☐ Non-Academic ☐

Description of Incident:

Rating of Incident: Mild ☐ Moderate ☐ Severe ☐

Immediate Response:

Follow-up Response:

Outcomes:

I understand that emphasis on these objective should in no way be construed to mean that the remainder of the goals and objectives for this course/program are less important, or that successful completion of the remaining objectives is not required for successful completion of this course/program.

Student Signature

Faculty Signature



PTA Program Probationary Contract

I, _____, have been informed and understand my classification as a student on probation for Fall / Spring /Summer Semester 20____.

My probationary status has resulted from:

Academic issues: _____ Professionalism/Academic Integrity issues: _____ Other issues: _____

Explanation:

Course: _____

A plan has been developed to assure that I meet the minimal criteria to successfully complete the PTA associate degree program requirements which include:

I understand that in the future any final grade below a "C" in any PTA or related course or failure to follow policies outlined in the PTA Program Policy Manual(s) may result in my dismissal from the Physical Therapist Assistant program.

I also understand I will need to repeat any course with an unsatisfactory grade with at least a "C" and successfully maintain at least a 2.5 semester and cumulative GPA in order to graduate from the program. I realize that an unsatisfactory grade may require me to attend the program longer than the stated five semester program.

I understand that this is not a precedent for the handling of such a matter, but the method in which the program director has dealt with this individual situation.

I agree to conform to the conditions of this contract and all other standards and regulations set forth by the Physical Therapist Assistant program.

Comments:

Student's signature

Date

Program Director's signature

Date

Updated 7/2013



PTA Program Learning Contract

The attached detailed program objectives reflect the results of a discussion with _____
program instructor, in which we clarified expectations of my behavior or performance, in areas that were
identified as problems

The purpose of defining specific performance statements is to clarify the expectations of my performance/behaviors
in the classroom during the remainder of course _____.
(Insert course number/title)

I understand that I must incorporate these suggestions into my daily activities. Failure to successfully meet these
objectives by _____ will result in _____.
(Date) (Consequences)

I understand that emphasis on these objectives should in no way be construed to mean that the remainder of the
goals and objectives for this course are less important, or that successful completion of the remaining objectives is
not required for successful completion of this course.

Student's signature Date

Instructor's signature Date



Pathogen Exposure Report Form

Exposed Employee/Student Information:

Name: _____ Student ID #: _____

Address: _____ City: _____

State: _____ Zip: _____ Phone : _____

Program of Study: _____ Date of Birth: _____

Personal Physician: _____

Incident Information: _____

Date of Exposure: _____ Time of Exposure: _____

Type of Incident (e.g. needle stick): _____

What biological or chemical agent were you in contact with? _____

What was the method of contact? _____

How did the exposure occur? _____

What action was taken in response to the exposure to limit contamination? _____

What personal protective equipment was in use? _____

Did you seek medical attention? _____

Were you counseled about post-exposure testing and possible treatment? _____

Source of Exposure:

Name of Patient or Source: _____

Patient's Physician: _____

Any additional Information: _____**Signatures:**

Student/Employee: _____ Date: _____

Clinical/Lab Instructor: _____ Date: _____

Program Director: _____ Date: _____

Administrator: _____ Date: _____

**SEND THIS COMPLETED REPORT TO THE DEAN OF HEALTH SCIENCES BY THE
NEXT BUSINESS DAY.**



Physical Therapist Assistant Program

Student Copy

This is to certify that I have read and understood the information found in the Southwestern Community College Physical Therapist Assistant Student Handbook. I agree to abide by all Rules and Regulations contained herein.

I also understand that failure to abide by these Rules and Regulations may serve as grounds for my withdrawal from the PTA program.

Signature

Date