School of Health Sciences
Physical Therapist Assistant Program - Northwest

Student Handbook

Academic Year 2014-2015

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Program Chairperson
Table of Contents:

Introduction ................................................................. Page 4
Ivy Tech Community College – Mission and Accreditation ................Page 6
Physical Therapist Assistant Program – Northwest – Accreditation ..........Page 7
PTA Program Description ..................................................Page 8
PTA Program Philosophy and Mission ........................................Page 9
PTA Program Objectives and Student Outcomes ..........................Page 10
Curriculum Overview and Prerequisite Coursework ........................Page 11
General Education Coursework ............................................. Page 12
PTA Program Core Curriculum – Curriculum of Record (COR) ............Page 13
PTA Program Coursework Description ......................................Page 14
PTA Program Clinical Coursework ..........................................Page 18
PTA Program Recommended Order of Study ...............................Page 19
PTA Program Advising and Graduation Application .......................Page 20
Student Commitment and Personal Responsibilities .......................Page 21
PTA Essential Functions ....................................................Page 23
ITCC Academic Integrity Policy ..............................................Page 26
ITCC Personal Misconduct on and off College Property Policies ............Page 27
ITCC and PTA Program Personal Misconduct Involving Computers/Technology ..........Page 29
PTA Program Specific Technology Policy ....................................Page 30
PTA Program Academic Integrity Policy .....................................Page 31
Academic Progression .......................................................Page 32
Clinical Skills Competency Testing ..........................................Page 33
Student Preparation for Clinicals ..............................................Page 34
Practical and Competency Testing Topics ....................................Page 35
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITCC Attendance Policy</td>
<td>37</td>
</tr>
<tr>
<td>PTA Program Attendance Policy</td>
<td>37</td>
</tr>
<tr>
<td>Classroom Etiquette</td>
<td>37</td>
</tr>
<tr>
<td>Classroom and General Laboratory Space</td>
<td>38</td>
</tr>
<tr>
<td>Laboratory Space Supervision</td>
<td>38</td>
</tr>
<tr>
<td>PTA Program Complaints Procedure for Students and Non-academic Individuals</td>
<td>39</td>
</tr>
<tr>
<td>Professionalism</td>
<td>40</td>
</tr>
<tr>
<td>Clinical Education Individuals and Roles</td>
<td>42</td>
</tr>
<tr>
<td>Clinical Education Assignments</td>
<td>42</td>
</tr>
<tr>
<td>Clinical Education Student Responsibilities</td>
<td>43</td>
</tr>
<tr>
<td>Clinical Education Preparation Requirements</td>
<td>44</td>
</tr>
<tr>
<td>PTA Program Grading Scale</td>
<td>47</td>
</tr>
<tr>
<td>Appendices</td>
<td>48</td>
</tr>
</tbody>
</table>
Introduction
This student handbook is provided to Ivy Tech Community College – Northwest Physical Therapist Assistant Program accepted and enrolled students in order to provide information regarding program components, procedures, and overall requirements. Students may also acquire additional information through faculty and current and graduate students for guidance. Students should retain this handbook information throughout their course of study. This handbook will be updated annually to meet required program accreditation and/or college policy needs. This document is made available to accepted and enrolled first and second year PTA students through the Blackboard system.

This document includes general information, program descriptions and locations, course descriptions, faculty and staff information, accreditation and memberships, and college services information. This document is updated yearly or as needed. Policies and procedures outlined in this handbook will be applied as accreditation requires or college policy allows. The Physical Therapist Assistant Program reserves the right to make necessary changes without special student notification in order to meet the above organizational requirements. Students are expected to keep abreast of relevant revisions.

Additional information regarding college policies and procedures can be accessed through ivytech.edu and/or ivytech.edu/northwest websites. Recognize that the *Ivy Tech Community College (ITCC) Course Catalog* and the *Ivy Tech Community College – Code of Student Rights and Responsibilities* are the official college documents. The PTA Program *Student Handbook* provides supplemental information specific to the PTA Program requirements. Students are expected to be familiar with all of these documents. The ITCC Catalog is obtainable at any of the ITCC campuses and ivytech.edu/northwest website. Both documents can be acquired electronically through a private personal login to *Campus Connect* home page links.

Additional links on *Campus Connect* allow students to keep track of current registrations, schedules, final grades, and academic transcripts. PTA Program courses are registered directly with the PTA Faculty following acceptance and/or successful completion of prerequisite courses. PTAS courses are provided at limited times and locations. Students should not schedule any general education courses, work, and/or non-academic engagements until after a finalized PTA coursework schedule has been set. Students may register for general education courses with the PTA Faculty or through general ITCC procedures, including electronic registration.
The Physical Therapist Assistant Program has an intense curriculum of prerequisite, general education, and PTAS lecture, laboratory, and clinical coursework. Due to the demands of the program, students are expected to provide the commitment necessary for success: graduation and passing the national PTA licensure examination. *Students are advised to stay current in studies and assignments as falling behind can be detrimental to completion of the program and ultimate success.*

The purpose of the Associate of Science PTA Program is an entry-level point into a career in rehabilitation, or to provide supplemental skills and authority to treat patients and to make treatment decisions for individuals who already have a background in medical treatment and/or rehabilitation. Students require five (5) semesters to complete the program including the five (5) required prerequisite courses and four (4) semesters of PTAS program and general education courses. Many students choose to complete the general education curriculum prior to acceptance to focus time and effort to the PTAS courses while in the program.

During this program, students are expected to develop the skills necessary to access and investigate current literature by both conventional and electronic means. As such, students are required to join the American Physical Therapy Association (APTA) in spring of the first year of the program. Students are also encouraged to attend periodic meetings of the Northwest Chapter of the Indiana Chapter of the American Physical Therapy Association, which include various medical professional presenters and topics relevant to the field of physical therapy.

Having successfully attained a position within the PTA Program, students have a responsibility for the diligence to complete the program successfully. Faculty guidance is available. Students are required to participate in the *PTA Club* organization to bring the field of physical therapy and the role of the PTA to greater community awareness. Students are also required to participate in the *Big Sib Little Sib* program to provide student guidance and support, camaraderie, and educational support. Finally, students are encouraged to find the balance necessary to complete the requirements of the program to be successful while maintaining an appropriate level of physical and mental health. Students are encouraged to review their needs, expectations, and experiences and their ability to complete the program prior to making the needed commitment for success.
Ivy Tech Community College – Mission and Accreditation

MISSION
Prepare Indiana residents to live, learn, and work in a diverse and globally competitive environment by delivering professional, technical, transfer and lifelong learning. Through its affordable, open access, education and training programs, the College enhances the development of Indiana’s citizens and communities and strengthens its economy.

VISION
Changing Lives/Making Indiana Great

STUDENT-CENTERED PURPOSE
1. Our students’ right to reach their potential
2. Our students’ capability to achieve their educational/personal goals
3. The diverse life experiences of each student
4. Behavior that will enhance the dignity and worth of all student
5. Student need for lifelong learning skills
6. Student contributions to the learning community
7. Students as individuals

ACCREDITATION
Ivy Tech Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456). For additional information, visit www.ncahlc.org. The college has also earned other programmatic accreditations.

Ivy Tech Community College is a member of the following organizations:

• The American Association of Collegiate Registrars and Admissions Officers
• The American Association of Community Colleges
• The Association of Community College Trustees
• EDUCAUSE
• The National Association of College and University Business Officers
• The National Association of Student Financial Aid Administrators
• The National Council on Student Development
• The Society for College and University Planning
• The American Council on Education (ACE)
• The Association of Governing Boards of Universities and Colleges (AGB)
• The Council for Higher Education Accreditation
Physical Therapist Assistant Program – Northwest – Accreditation

ACCREDITING ORGANIZATION
Ivy Tech Community College is accredited by the North Central Association of Colleges and Schools. The Ivy Tech Community College - Northwest Associate of Science Physical Therapist Assistant Program (ASPTA) is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) through December 21, 2022: 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

All full time and adjunct faculty participate in the necessary requirements for successful acquisition and retention of accreditation. Students participate in the accreditation process through academic performance, licensure performance, and possible consultation with CAPTE representatives at any necessary site visits.

PROGRAM STATUS
The ITCC Northwest Physical Therapist Assistant Program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program's accreditation status is up for review in 2022. Accreditation is not considered a guarantee and as such CAPTE can adjust program status at any time in which the program demonstrates limitations in meeting requirements.

In the interest of the public trust that the accreditation process serves, all enrolled and prospective students are hereby notified of the accreditation status of the physical therapist assistant education program at Ivy Tech Community College. Ivy Tech Community College and the PTA Program remain steadfastly committed to maintaining compliance with CAPTE standards.

Should you have any questions regarding the accreditation status of this program, please contact the program faculty or the Department of Accreditation, Commission on Accreditation in Physical Therapy Education.
**PTA Program Description**

**Purpose and Description**

The purpose of the Associate of Science PTA Program is to provide an entry-level point into a career in rehabilitation or to provide supplemental skills and authority to treat patients and to make treatment decisions for individuals who already have a background in medical treatment and/or rehabilitation. Students require five (5) semesters to complete the program.

The program has sixty-nine and one half (69.5) credits, including twenty-five (25) general education credits and forty-four and one half (44.5) technical core credits. These 44.5 credits include 30 credits from lecture/demonstration classes and 14.5 credits from clinical classes. PTAS 101, PTAS 102, PTAS 103, PTAS 106, PTAS 107, PTAS 207, PTAS 217 and PTAS 224 include lecture with or without lab. PTAS 115, PTAS 205, and PTAS 215 make up the 14.4 clinical credits comprising 696 contact hours over 17 weeks. The technical and clinical courses of the curriculum are structured to promote clinical problem solvers.

The curriculum is designed with classroom, laboratory, and clinical experiences for students to gain the knowledge and skills necessary to provide physical therapy services in the role of licensed/certified physical therapist assistant following graduation and passing the National Physical Therapist Assistant Examination.

*Note:
1. The Northwest Region PTA Program is a full-time, day program and is available at the Gary campus with most prerequisites and general education requirements available at all Ivy Tech regional campuses.

2. The PTA Program credits and/or graduation do not guarantee entry into a Physical Therapist program.

3. The PTA Program PTAS courses may be transferrable to other PTA Programs within the ITCC system (programs located in Gary, Muncie, and Sellersburg).

4. The PTAS courses may not be substituted with any other course not provided within an accredited PTA program

5. The PTAS courses from another PTA Program outside the ITCC system may be reviewed for equivalency by the PTA Program, no guarantees in equivalency are provided.
PTA Program Philosophy and Mission

Philosophies of ITCC NW Physical Therapist Assistant Program
Licensed/certified physical therapist assistants under the direct supervision of licensed physical therapists are an integral component of the delivery of evidence based practice physical therapy services and represent a viable opportunity for career development and lifelong learning.

Mission of ITCC NW Physical Therapist Assistant Program
To assist individuals of Indiana with the desire, academic ability, and essential skills regardless of race, color, creed, religion, sex, national origin, mental or physical handicaps, age, or veteran status to achieve gainful employment in the role as a licensed/certified physical therapist assistant with the necessary knowledge, skills, and standards to succeed on the National Physical Therapist Assistant Examination and be globally competitive in the delivery of physical therapy services.
**PTA Program Objectives and Student Outcomes**

**Objectives of ITCC NW Physical Therapist Assistant Program**

As an extension of the ITCC and Program mission, the PTA Program's goal is to provide students with a high-quality education that enables them to be competent licensed/certified physical therapist assistants with the necessary clinical reasoning skills to provide physical therapy services under the supervision of a licensed physical therapist.

**Goals of ITCC NW Physical Therapist Assistant Program**

The PTA Program is dedicated to:

1. Provide current, relevant, and required curricular plan with update, review, and/or modification as assessed through appraisal assisted by various stakeholders in the education of a Physical Therapist Assistant (PTA)
2. Assist students to develop contemporary knowledge of a PTA
3. Provide academic and clinical resources to develop proficient skills of a PTA
4. Provide opportunities for development and adoption of professional standards of ethical and legal conduct of a PTA
5. Provide an environment of diversity as related to the communities served
6. Assist students in their role as a community volunteer and leader
7. Exemplify lifelong learning practices including professional memberships and educational opportunities
8. Assist students in employment acquisition in the role of a PTA

**Students Outcomes of ITCC NW Physical Therapist Assistant Program**

Having completed the educational programming of the Physical Therapist Assistant Program students/graduates will:

1. Achieve equal or greater than 65% graduation rate (number of students enrolled at start of first semester, compared to number graduating from that same class).
2. Achieve equal or greater than the required three-year average 85% passage rate on the National PTA Examination of the Federation of State Boards of Physical Therapy.
3. Achieve 95% or greater six-month post-graduation employment rates for qualified and job seeking graduates.
Curriculum Overview

The PTA Program Curriculum involves educational programming for foundational sciences, written and verbal communication, clinical sciences, and clinical education. Students are exposed to content in a progressively more complex manner from basic science knowledge within general educational programming, integrated knowledge within beginning physical therapy context, progression toward pathophysiology with regard to physical therapy intervention, and then within clinical practice experience. Students also participate in progressive literature review and presentation through pathology research, intervention investigation, ethical and legal considerations, and clinical case study preparation. Literature review is presented in a gradual development of understanding of evidence-based practice and application to clinical practical experience. In order to demonstrate continuity of knowledge along the spectrum of didactic coursework, students are required to successfully complete three cumulative examinations throughout the program: PTAS 101, APHY 101, and APHY 102 Prerequisite Cumulative Examination, First-Year of Study Cumulative Examination, and Final Program (Graduation) Cumulative Examination.

Prerequisite Coursework

Application to the PTA Program requires the following prerequisite coursework: An Introduction to the Physical Therapist Assistant (PTAS 101), Anatomy and Physiology I (APHY 101), Anatomy and Physiology II (APHY 102), Physical Science (SCIN 111) and English Composition (ENGL 111). This coursework is expected to prepare students with a foundational knowledge within physical therapy, science, and written communication. Students are encouraged to remember that the knowledge gained within this coursework is critical in success in future PTAS courses and the National Physical Therapist Assistant Examination. These courses will be included in the application ranking process if taken prior to the application deadline, including the spring semester that the application is submitted.

An Introduction to the Physical Therapist Assistant (PTAS 101) .......................... 3 credits
Anatomy and Physiology I (APHY 101) ................................................................. 3 credits
Anatomy and Physiology II (APHY 102) ............................................................. 3 credits
Physical Science (SCIN 111) ................................................................. 3 credits
English Composition (ENGL 111) ................................................................. 3 credits
**General Education Coursework**

The PTA Program as required by the awarded degree of the associate of science requires students participate in various general education requirements. These courses include anatomy and physiology, communications, mathematics, physical science, psychology, and sociology. As ITCC policy dictates students must also participate in a Life Skills 1XX course early in their academic career. Students may choose the course of their liking, e.g. First Year or New Student Seminar, Health and Wellness, Critical Thinking, or Online Learning Technologies.

General education courses can be taken in coordination with PTAS coursework as demonstrated in the **Program Information Packet** and Student Handbook. All general education requirements must be complete by the end of the second program year fall semester in preparation for second year clinical practical experiences and Capstone testing in PTAS 224 Current Issues and Review.

Students applying to the program are encouraged to complete as many general education courses prior to submitting the application or as early in the program as possible in order to promote the greatest attention and time to the PTAS coursework. Students are encouraged to monitor their degree requirements through the **Campus Connect – Self Service Banner** under the Degree Completion Tracker (DCT). Once students are assigned to the PTA Program, students are then able to enter DCT to complete an audit. This audit will identify the required ASPTA Program needs, highlighting those courses that have not been provided credit for graduation. Students that have taken courses that are at a higher academic intensity level with appropriate educational experiences as required by CAPTE have an opportunity to submit for course substitution with the Chairperson of the PTA Program. Students should not assume that credit has been provided for any coursework unless that coursework is shown on the ITCC academic transcript and if appropriate approval for course substitution has been received.

**List of General Education Requirements (not including prerequisites for application to program)**

Concepts in Mathematics (MATH 118) ................................................................. 3 credits
Fundamentals of Public Speaking (COMM 101) ......................................................... 3 credits 
or
Introduction to Interpersonal Communication (COMM 102) ................................. 3 credits
Introduction to Psychology (PSYC 101) ................................................................. 3 credits
Introduction to Sociology (SOCI 111) ................................................................. 3 credits
Life Skills (IVYT 1XX) ..................................................................................... 1 - 3 credits
**PTA Program Core Curriculum – Curriculum of Record (COR) – “Bingo Sheet”**

### General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APHY 101</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>APHY 102</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
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<tr>
<td>IVYT 1XX</td>
<td>Life Skills Elective</td>
<td>1 -</td>
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<tr>
<td>MATH 118</td>
<td>Concepts in Mathematics</td>
<td>3</td>
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<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCIN 111</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology</td>
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**Select 1 of the following courses.**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>COMM 102</td>
<td>Introduction to Interpersonal Communication</td>
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**General Education: 25 - 27**

### Professional-Technical

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PTAS 101</td>
<td>Introduction to Physical Therapist Assisting</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 102</td>
<td>Diseases, Trauma and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 103</td>
<td>Administrative Aspects of Physical Therapist Assisting</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 106</td>
<td>Treatment Modalities I</td>
<td>5</td>
</tr>
<tr>
<td>PTAS 107</td>
<td>Kinesiology</td>
<td>5</td>
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<tr>
<td>PTAS 115</td>
<td>Clinical I</td>
<td>2.5</td>
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<tr>
<td>PTAS 205</td>
<td>Clinical II</td>
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<td>PTAS 207</td>
<td>Treatment Modalities II</td>
<td>5</td>
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<tr>
<td>PTAS 215</td>
<td>Clinical III</td>
<td>6</td>
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<tr>
<td>PTAS 217</td>
<td>Treatment Modalities III</td>
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<tr>
<td>^ PTAS 224</td>
<td>Current Issues and Review</td>
<td>1</td>
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**Professional-Technical: 44.5**

**Total: 69.5 - 71.5**

### Symbol Key

- ^ Capstone Course
- #### Courses must be successfully completed before admittance to the program
PTA Coursework Description

PTAS 101 An Introduction to the Physical Therapist Assistant
CATALOG DESCRIPTION: Explores the history and concepts of physical therapy, physical therapist assistant and rehabilitative medicine. Introduces fundamentals of patient care including universal precautions; body substance isolation; OSHA guidelines, patient assessment including vital signs; body mechanics; and patient handling with applications of physics principles. Includes preparation of patients, treatment areas and equipment.

Total Credit Hours: 3  Lecture: 2  Lab: 0  Total Contact Hours: 4

PTAS 102 Diseases, Trauma, and Terminology
CATALOG DESCRIPTION: Explores diseases and trauma which necessitate physical therapy for the client. Medical terminology, anatomy, physiology, psychology, disabilities and physics related to these conditions are discussed along with instrumentation, implants and fixation devices. Provides students with the opportunity to explore their own reactions to illness and disability and to discuss how to recognize patients’ and families’ reactions to illness and disability.

Total Credit Hours: 3  Lecture: 3  Lab: 0  Total Contact Hours: 3

PTAS 103 Administrative Aspects of Physical Therapist Assistant
CATALOG DESCRIPTION: Addresses the legal and ethical aspects of the physical therapist assistant and patient care along with charting, documentation, report writing, patient history procurement, record keeping, charges, insurance information including diagnostic and procedure coding, third party reimbursement, Medicare, Medicaid, electronic claims and patient rights including American Disabilities Act policy and architectural barriers identification. Discusses current issues in health care provision. Explores patient, family, and professional communication techniques, body language and electronic communication as well as techniques in patient teaching. Includes performing within the limitations of scope of skills, basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations, policies and procedures.

Total Credit Hours: 3  Lecture: 3  Lab: 0  Total Contact Hours: 3
PTA Coursework Description - continued

PTAS 106 Treatment Modalities I and Lab I
CATALOG DESCRIPTION: Continues concentration on the fundamentals of patient care including universal precautions, assessment of vital signs, body mechanics and patient positioning. Includes lectures, demonstrations and simulated patient problems in the laboratory portion of the course. Studies new techniques in depth, such as gait training, gait device selection, goniometry range of motion exercises and measuring. Introduces various modalities including hydrotherapy, thermotherapy, massage, traction and intermittent compression techniques. Safety factors are emphasized in both the lectures and the laboratories. The laboratory provides the setting for the practice and implementation of theories and techniques of PTAS. Students practice assessments and treatment methods on themselves and one another under the guidance and supervision of the laboratory instructor.

Total Credit Hours: 5  Lecture: 3  Lab: 2
Total Contact Hours: 7  Lecture: 3  Lab: 4

PTAS 107 Kinesiology
CATALOG DESCRIPTION: Introduces the physical therapist assistant student to the science of kinesiology. By definition, kinesiology is the study of movement. Studies human movement and brings together the fields of anatomy, physiology, physics and geometry. Prerequisite knowledge of skeletal and muscular anatomy and physiology is necessary. Class will consist of equal parts of lectures, demonstration and student participation in locating, observing and palpating various bony prominences and musculatures. Much of kinesiology requires independent study to memorize origin, insertion, action and innervation of all muscles. The knowledge gained in this course is an integral part of the students’ background preparation for the practice of physical therapy.

Total Credit Hours: 5  Lecture: 3  Lab: 2
Total Contact Hours: 7  Lecture: 3  Lab: 4

PTAS 115 Clinical I
CATALOG DESCRIPTION: Requires the student to perform in a clinical environment with patients, using applications of theory and techniques of PTAS 106, under the guidance of a registered physical therapist.

Total Credit Hours: 2.5  Lecture: 0  Lab: 0
Total Contact Hours: 120  Lecture: 0  Lab: 0
0 Total Clinical Hours: 120
PTA Coursework Description - continued

PTAS 205 Clinical II
CATALOG DESCRIPTION: Requires the student to perform in a clinical environment with patients using applications of theory and techniques of PTAS 207 and 217 under the guidance of a registered physical therapist.
Total Credit Hours: 6   Lecture: 0 Lab: 0
Total Contact Hours: 288   Lecture: 0 Lab: 0
Total Clinical Hours: 288

PTAS 207 Treatment Modalities II and Lab II
CATALOG DESCRIPTION: Reviews joint structure, muscle origins, insertions, innervations, actions and physiology. Covers normal and abnormal gait, orthoses and prostheses, arthritis and joint replacement and postural correcting exercise along with treatment principles and therapeutic exercises for the neck, back, and peripheral joints. Discusses general exercise principles and progression of the orthopedic patient through an exercise program. Addresses appropriate applications of principles of physics and kinesiology.
Total Credit Hours: 5   Lecture: 3 Lab: 2
Total Contact Hours: 7   Lecture 3 Lab: 4

PTAS 215 PTA Clinical III
Under the guidance of a Licensed Physical Therapist Assistant with supervision of a Licensed Physical Therapist or a Licensed Physical Therapist, the student will perform in a clinical environment with patients using application of theory and techniques of PTA 217 and previous courses.
Total Credit Hours: 6   Lecture: 0 Lab: 0
Total Clinical Hours: 288   Lecture: 0 Lab: 0
0 Total Clinical Hours: 288

PTAS 217 Treatment Modalities III and Lab III
CATALOG DESCRIPTION: Provides an in-depth approach to therapeutic exercise as performed by the physical therapist assistant. Covers basic anatomy and physiology of the central and peripheral nervous systems and activities of daily living. Includes exercise physiology and neurophysiology and advanced principles and procedures of therapeutic exercise appropriate for cardiopulmonary, cardiovascular, orthopedic and neurologic conditions, stroke, spinal cord and peripheral nerve injuries. Discusses prevention measures, specialized techniques and the utilization of specialized therapeutic equipment and correlates them to exercise applications. Addresses appropriate applications of kinesiology and principles of physics. Provides practice and implementation of theories and techniques of PTAS 106 and PTAS 207 in the lab setting.
Total Credit Hours: 5   Lecture: 3 Lab: 2
Total Contact Hours: 7   Lecture: 3 Lab: 4
PTA Coursework Description - continued

PTAS 224 Comprehensive Review
This course is designed to teach the sources of physical therapy research and discusses the recognition of the roles and responsibilities of physical therapist assistants. It requires completion and presentation of an independent project. It reviews the common issues possibly encountered by the practicing PTA. It includes a comprehensive review of the courses to prepare the students for licensure examination.

Total Credit Hours: 1    Lecture: 1 Lab: 0
Total Contact Hours: 1    Lecture: 1 Lab: 0

Credit Ratios: the following ratio of credit hour to lecture, laboratory, and clinical experience applies.

1 credit hour of lecture = 1 contact hour
1 credit hour of laboratory = 2 contact hours
1 credit hour of clinical experience = 3 contact hours
**PTA Program Clinical Coursework**

During the PTA Program, students participate in three sequential clinical experiences following various didactic lecture and laboratory coursework. Each clinical practical experience is expected to build upon the previous coursework with students developing the skills for program completion. During clinicals, students are expected to be supervised by a licensed PTA and PT or a licensed PT with a minimum of one year of clinical experience at the designated facility. General clinical expectations are described below with further clinical details on subsequent pages of the *Student Handbook*. Students that require general education coursework in the first year of study spring semester must be sure to register for courses that do not conflict with the PTAS 115 course. Due to the assignment of clinical hours based upon the clinical facility and clinical instructor, students may be required to register for eight-week face-to-face courses or online/distance education courses for general education courses.

<table>
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<tr>
<th>Spring</th>
<th>PTAS 115</th>
<th>First Year PTA Students</th>
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This clinical is the student’s first official clinical practical experience. Students have completed: anatomy, kinesiology, disease and trauma, medical terminology, modalities, basic patient care, and aspects of administration. Students would best be served with a rotation that provides experience in either inpatient and/or outpatient orthopedic opportunities. This clinical follows competency testing at the academic program for one week and then three weeks of full time participation at the clinical facility. Students are expected to demonstrate beginning proficiency in the following areas:

- Manual muscle testing
- Goniometry
- Modalities
- Gait training w/ assistive devices
- Vital signs
- Safety
- Beginning exercise development
- Transfers
- Documentation
- Disease/disability awareness
- Patient positioning
- P/A/AA/RROM
- Understanding PTA/PT relationship
- Ethical/Legal practice

(See appendices for assessment form for PTAS 115)

<table>
<thead>
<tr>
<th>Spring</th>
<th>PTAS 205/215</th>
<th>Second Year PTA Students</th>
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These consecutive affiliations consist of supervised clinical practical experience in preparation for entry-level practice in any general therapy setting. Each affiliation is a full-time clinical experience seven weeks in duration. Students have completed all classroom coursework and have increased orthopedic, neurological, cardiovascular, pediatric, orthotic/prosthetic, and wound care knowledge. This includes increased understanding of treatments, precautions/contraindications, and outcomes for the above areas of care. Students are expected to begin each of these clinicals with direct supervision from the Clinical Instructor allowing students to acclimate to the responsibilities of the facility. At the completion of the clinicals, students are expected to be at the required ability levels as noted in the PTAS 205 and 215 course syllabus as required on the PTA Clinical Performance Instrument.
**PTA Program Recommended Course of Study**

Below describes the *required* prerequisites, the *recommended* general education sequence and the *required* PTAS course sequence once accepted to the program. PTAS courses order is not adjustable in sequence.

**Semester I – Prerequisite Courses – Minimum requirements to apply**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APHY 101</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>APHY 102</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 101</td>
<td>Introduction to the Physical Therapist Assistant</td>
<td>3</td>
</tr>
<tr>
<td>SCIN 111</td>
<td>Physical Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total – 15 credits**

**Following Acceptance to Program**

**Semester II  (Fall I)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 136</td>
<td>College Algebra* (2015 application will be last time Math 118 will be accepted)</td>
<td>3</td>
</tr>
<tr>
<td>IVYT 1XX</td>
<td>Student Success Elective</td>
<td>1-3</td>
</tr>
<tr>
<td>PTAS 106</td>
<td>Treatment Modalities I</td>
<td>5</td>
</tr>
<tr>
<td>PTAS 107</td>
<td>Kinesiology</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total – 14 credits**

**Semester III  (Spring I)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101 or 102</td>
<td>Fundamentals of Public Speaking or Introduction to Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSCY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 102</td>
<td>Diseases, Trauma, and Terminology (12 week course)</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 103</td>
<td>Administrative Aspects (12 week course)</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 115</td>
<td>Clinical I (1 week competency and 3 week course)</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Total – 14.5 credits**

**Semester IV  **** (Fall II)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PTAS 207</td>
<td>Treatment Modalities II</td>
<td>5</td>
</tr>
<tr>
<td>PTAS 217</td>
<td>Treatment Modalities III</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total – 13 credits**

**Semester V  (Spring II)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTAS 205</td>
<td>Clinical II (7 week course)</td>
<td>6</td>
</tr>
<tr>
<td>PTAS 215</td>
<td>Clinical III (7 week course)</td>
<td>6</td>
</tr>
<tr>
<td>PTAS 224</td>
<td>Current Issues and Review (2 week course: Capstone Course)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Program: 69.5 – 71.5 credits**

This schedule is subject to revision. Students are suggested to successfully complete general education requirements as early in the program as possible, preferably in the order demonstrated above. ****All general education must be completed by the end of Year II, Semester I
PTA Program Advising Process

Based upon the Academic Advising Policy of the PTA Program, students will participate in various stages of advising once accepted into the program. Students begin advising at the required orientation meeting following acceptance. Students will develop an Academic Completion Plan identifying the planned course of study. Students will then register either online or on paper with Program Chairperson approval.

While students are in the first year of study, students will be under the advising responsibilities of the Academic Coordinator of Clinical Education (ACCE) faculty member. Prior to the second semester of the program (after acceptance), students are required to meet with the ACCE during the week of registration for update of the ACP and register for classes within the program under the approval of the Program Chairperson.

While students are in the second year of study, students will be under the advising responsibilities of the Program Chairperson. Students are required to meet with the Chairperson during the week of registration prior to the third and final semesters (after acceptance) to review the ACP and to complete graduation applications.

PTA Program Graduation Application

Students who have successfully completed the required PTA Program Core Curriculum requirements graduate with the associate of science degree. Students complete the graduation application in the second year of study, spring semester during registration week. Students must have completed all prerequisite, general education, and PTAS coursework excluding PTAS 205, 215, and 224 at the time of application. Students must be concurrently enrolled in PTAS 205, 215, and 224 at the time of application. Students must complete the required ITCC Graduation Application through Campus Connect by the required due date in order to be included in the graduation ceremony brochure. The Graduation Application will be declined for students who do not successfully complete the PTAS 205, 215, and/or 224 coursework by the end of the semester. Such students are required to follow the return policy as stated in subsequent pages of the Student Handbook.
Student Commitment and Personal Responsibilities

Students accepted to the PTA program must be aware of the extensive time, energy, and commitment necessary to be successful in the program. All technical courses are provided on campus (*no on-line versions are available for these courses*). Most courses are provided during the day and afternoon. However, students have additional expectations that may require extended periods of attendance, such as open lab requirements and practical examinations. Students currently attend technical courses all day Wednesdays and Fridays the first semester in the program. Following, most technical courses are provided on Tuesdays and Thursdays. These full day courses allow students to complete general education courses on alternate days. For clinical courses, students are expected to be available Monday through Friday 7 am to 8 pm and sometimes Saturdays or Sundays in order to attend clinicals full time (40 hours per week) and to align their schedules with assigned clinical instructors. Sunday assignments are rare. However, students are expected to meet the required clinical hours according to their assigned clinical instructor’s schedule. Students are expected to have the necessary transportation for clinicals that may be one (1) to one and one half (1.5) hours of one-way travel time and potentially in an alternate time zone. Clinical affiliations are currently available in Indiana and Illinois.

During fall and spring semesters, open lab attendance is necessary for students to: meet technical course requirements, complete remediation or make-up examinations, and to participate in exercise exploration, study group activities, Big Sib and Lil Sib requirements, PTA Club meeting requirements, and competency testing for clinicals. These activities are identified as necessary learning modules for student retention. Students are expected to put forth the necessary effort outside of scheduled class time to study and complete assignments. Students must consider these additional needs when preparing for acceptance to the program. Students are advised to limit work and other activities. These activities competing with student attention to the program has caused students to fall behind and to be unsuccessful, at times requiring program dismissal.

The program uses a different scale than what students tend to be familiar with in grading. The grading scale is as follows: 93 to 100 = A; 87 to 92 = B; 81 to 86 = C; 78 to 80 = D. The application process to the program includes highly competitive and successful applicants. Students should be aware that besides the challenge of the grading scale, the amount and intensity of information in the program can be more challenging to students than expected.
Student Commitment and Personal Responsibilities - continued

Students who are unsuccessful in meeting the minimum requirements as denoted in each course syllabus or have withdrawn from a course have the opportunity to return to the program once at the next scheduled offering of that class, generally one year later. Students who do not successfully complete the course requirements on a second attempt or for reasons related to academic dishonesty or lack of professional standards as noted in college policy are subject to dismissal from the program.

Graduates from the program generally prepare for an average of nine weeks (range: 2 to 13 weeks) after graduation prior to taking the National PTA Examination (NPTAE) for licensure. Currently, the NPTAE requires fixed date scheduling for licensure, with the shortest delay of testing offered in July and October. The NPTAE is administered by the Federation of State Boards of Physical Therapy Education (FSBPT). More information regarding the NPTAE can be found at FSBPT.org.

Students are encouraged to work with families, friends, employers, etc ahead of time in order to prepare for the intensity and length of the program and the time necessary to pass the licensure exam.

Students that participate in the prerequisite classes, admissions processes, and program activities have the rights and responsibility to bring grievances to the attention of the program through the appropriate channels and levels of authorities. Students are advised to consult the ITCC documents and, if appropriate, the Student Handbook of the program. Students are expected to follow the appropriate hierarchy of complaints addressing issues with the most related individual first in order to more effectively and efficiently effect change. Program students are expected to address grievances with faculty of any specific course prior to addressing grievances with the assigned program advisor and then the Program Chairperson. However, no grievance will be denied attention having not completed such procedures. Students are advised to document concerns, attempts at remediation of such concerns, and requested compensation prior to discussion with appropriate representative.

For other individuals involved with the program including clinical faculty, patients, and other interested parties, comments, compliments, and/or concerns may be brought directly to the Program Chairperson of the PTA Program Dr. Dawn D. Bancsi at dsnickimeves@ivytech.edu.
PTA Essential Functions

The role of a Physical Therapist Assistant in the various health care settings requires academic, cognitive, physical, and environment work/demands. To be successful as a PTA student and PTA graduate, the following abilities are expected to be performed safely, ethically, and legally under the supervision of a licensed physical therapist. Applicants, students, or graduates who are unable to independently meet any of the essential functions must be able to direct others in the safe and effective execution of any task. Those who may not meet the technical standards should contact the Program Chairperson to identify what reasonable accommodations, if any, the PTA Program could make to enable the accepted student to meet the standards as outlined below.

<table>
<thead>
<tr>
<th>Academic Processes</th>
<th>Essential</th>
<th>Comment/Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of PTA program requirements and graduation from an Accredited Physical Therapist Assistant program achieving an Associate in Science Degree</td>
<td>X</td>
<td>Necessary to apply for licensure and to sit for national examination prior to practice in the state of Indiana</td>
</tr>
<tr>
<td>Obtain state licensure to practice in Indiana</td>
<td>X</td>
<td>Submission of application and fees to the state of Indiana and examination board and successful completion of the national PTA examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Program-Specific Examples (Not all inclusive)</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROSS MOTOR SKILLS</td>
<td><strong>Coordination:</strong> ability to coordinate small and large muscle groups to provide safe and effective care including transfers, gait training, and positioning with appropriate levels of assistance to patient</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td><strong>Balance:</strong> exceeding ordinary body equilibrium: Required balance at a level to stabilize self and patient during level and grade surfaces with accommodation to patient loss of balance in various positions, e.g. standing, sitting</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Crouching:</strong> (bending down in a squatting position) – maintained greater than five (5) minutes at any one time and repetition greater than two (2) times per minute: ability to access patient, equipment and for completion of patient care techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Bending at waist:</strong> Maintain bending for greater than five (5) minutes at any one time, repetition of bending motion greater than two (2) times per minute; ability to access patient, equipment and for completion of patient care techniques</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Program-Specific Examples (Not all inclusive)</td>
<td>Freq</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>------</td>
</tr>
<tr>
<td><strong>FINE MOTOR SKILLS</strong></td>
<td><strong>Dexterity:</strong> ability to seize, hold, and turn an object in one’s hand; ability to perform pinch type activity of one’s fingers; <strong>Repetitive motion behaviors:</strong> to assign patient care techniques used frequently during an individual patient care treatment session and cumulatively for a specific patient population/facility</td>
<td>C</td>
</tr>
<tr>
<td><strong>PHYSICAL ENDURANCE</strong></td>
<td><strong>Sitting:</strong> 2 to 8 hours per day: required for periods of documentation, scheduling, and patient care techniques; <strong>Standing:</strong> 2-8 hours per day: required for periods of documentation and patient care techniques; <strong>Kneeling:</strong> (resting body on knees): greater than five (5) minutes at any one time and repetitive kneeling greater than two (2) minutes at any one time</td>
<td>C</td>
</tr>
<tr>
<td><strong>PHYSICAL STRENGTH</strong></td>
<td><strong>Heavy:</strong> Exerting 50 to 100 lb. of forces occasionally and/or up to 30 lb. of force frequently (50 to 74% of time); <strong>Medium:</strong> Exert 20 to 50 lb. of force occasionally and/or up to 15 lb. of force frequently. <strong>Lifting:</strong> Must independently be able to lift 50 lbs; ability to lift frequent loads such as resistance training weights for exercise, lifting of patient during transfer and training activities, floor (fall) recovery, maneuvering of necessary equipment for patient care</td>
<td>C</td>
</tr>
<tr>
<td><strong>MOBILITY</strong></td>
<td><strong>Walking:</strong> on level and graded surfaces of any distances (greater than 1 mile per day); ability necessary for gait training patients, daily routine of movement within facilities, facility and patient type specific assistance with mobility tasks <strong>Climbing stairs:</strong> Carrying a load &gt;10 lb, climbing frequency &gt;25 times per day - required for stair and curb gait training with assistance of patient supporting at times greater than 10 pounds of patient load, frequency dependent upon patient population and facility setting <strong>Crawling:</strong> for access to patient, equipment and completion of patient care techniques</td>
<td>C</td>
</tr>
<tr>
<td><strong>HEARING</strong></td>
<td><strong>Hear normal, faint, and adapted speaking levels for person-to person and augmentative communication devices.</strong> <strong>Hear faint body sounds (e.g., blood pressure, respiratory, and heart beat sounds).</strong> <strong>Hear in situations when not able to see lips (e.g., when masks are used).</strong> <strong>Hear auditory signals from modalities and emergency equipment and safety signals.</strong></td>
<td>C</td>
</tr>
<tr>
<td>Function</td>
<td>Program-Specific Examples (Not all inclusive)</td>
<td>Freq</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------- -----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>VISUAL</td>
<td>See objects directly or through peripheral vision for observation of patient body mechanics, gait assessment, exercise quality, review of written and computer generated documentation, and observation of patient condition/tolerance including procedures of vital signs (near and far acuity and recognizing color discrimination)</td>
<td></td>
</tr>
<tr>
<td>TACTILE</td>
<td>Feel vibrations (e.g., palpate pulses)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Detect temperature (e.g., skin solutions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feel differences in surface characteristics, sizes and shapes (e.g., skin turgor, rashes, palpate vein, identify body landmarks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detect environment temperature (e.g., check for drafts)</td>
<td></td>
</tr>
<tr>
<td>SMELL</td>
<td>Detect odors from client and environment (e.g., foul smelling drainage, alcohol breath)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detect smoke, gases or noxious smells etc.</td>
<td>C</td>
</tr>
<tr>
<td>COGNITIVE PROCESSES</td>
<td>Collect necessary data for patient care</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Plan necessary sequences of operation or actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Define problems, collect information, and identify need for supervisor intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic counting, addition, subtraction and higher level use of algebra, geometry and statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching of others, formally or informally</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Regular communication with patients, caregivers, family members, peers, and other medical professionals in simple, complex and technical language. Proficient to speak and understand English to engage in verbal, two-way communication with others of a variety of social, emotional, cultural and intellectual backgrounds. Discern and interpret nonverbal communication. Comprehension of written language of basic, technical, professional material</td>
<td>C</td>
</tr>
<tr>
<td>EMOTIONAL STABILITY</td>
<td>Work with frustrating situations</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Manage and function emotionally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manage emotional and cognitive response to various health and cultural situations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counsel, recommend, guide, or caution others in the role of PTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work under time pressures: rush or urgent deadlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish therapeutic boundaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handle strong emotions (e.g., grief)</td>
<td></td>
</tr>
<tr>
<td>PERSONAL RESPONSIBILITIES</td>
<td>Traveling: ability to access appropriate facilities and/or patients for provision of therapy services</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Reaction to Emergencies: ability to respond to medical emergency situations including auditory notification of emergency signals, cardiopulmonary resuscitation procedures)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervision: ability to perform duties under the required level of supervision for the status of a physical therapist assistant (student, graduate with temporary license, and licensed/certified PTA) and ability to provide aide and supportive staff supervision under the requirements of a licensed/certified PTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain adequate health without presence of infectious disease</td>
<td></td>
</tr>
</tbody>
</table>

*Form adapted from the School of Health Sciences – Physical Therapist Assistant Physical Examination and Immunization Documentation Form and the Duke University/Health System “Essential and Marginal Job Function and Analysis Form” based upon the guidelines of the American with Disabilities Act (ADA)*

Ivy Tech Community College strives to provide reasonable accommodations as necessary to allow a PTA student to be successful while maintaining the integrity of the field of physical therapy and patient safety. Students who require assistance in review of reasonable accommodations must meet with the College Disabilities Support staff prior to application to the program at Gary: 219-981-1111 x 2337
ITCC Academic Integrity Policy

Complete information regarding ITCC Academic Misconduct, Academic Integrity and Professional Behavior is found in the ITCC Code of Student Rights and Responsibilities – page 12, section II (available online as previously described above). Specific policies relating to PTA Program coursework include and are not limited to the following:

Ivy Tech recognizes academic integrity as a fundamental principle of collegial life. The credibility of the College’s educational programs rests upon the foundation of student learning and integrity. Students who misrepresent their academic work violate the rights of their fellow students and undermine the faculty’s authority and their ability to assess learning. The College therefore views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failure for the exam or specific course work, course failure, suspension, and expulsion from the College. In addition, an act of academic dishonesty may have unforeseen effects and lead to formal processes outside the College.

Definitions: Violations of academic integrity and professional behavior include, but are not limited to, the following:

Cheating: Unauthorized use of notes or study aids, or acquiring information from another student’s papers, on an examination; obtaining a copy of an examination or questions from an exam prior to taking the exam; altering graded work with the intent to deceive another person to do one’s work and then submitting as one’s own name; allowing another to take an examination in one’s name; submitting identical or similar papers for credit in more than one course without obtaining prior permission from the instructors of all the courses involved.

Aiding Cheating or Other Acts of Academic Dishonesty: Providing material or information to another student with the knowledge that this material or information will be used to deceive faculty.

Plagiarism: Presenting within one’s own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person’s authorship is considered plagiarism. Students who are unsure of what constitutes plagiarism should consult with their instructors. Claims of ignorance will not necessarily excuse the offense.

Falsification of Academic Records or Documents: Falsification of academic records or documents includes, but is not limited to, altering any documents affecting academic records; forging signatures or falsifying information of an official academic document such as a grade report, ID card, library card, or any other official college letter or communication, will constitute academic dishonesty.

Unprofessional or Inappropriate Behavior within a Clinical, Field, or Internship Experience: Conduct that is considered to be lewd, indecent, obscene, inappropriate, and/or non-compliant with professional or accreditation standards; or a violation of clinical or other affiliated site expectations or guidelines; or a violation of federal or state laws.
**ITCC Personal Misconduct on and off College Property Policies**

The college may sanction a student for **acts of personal misconduct that occur on college property** including, but not limited to, academic and administration buildings, recreational facilities, and other college-serviced properties.

The college may sanction a student for **acts of personal misconduct or criminal acts that are not committed on college property** if the acts arise from college activities that are being conducted off the college’s campuses, or if the misconduct undermines the security of the college community or the integrity of the educational process or poses a serious threat to self or others.

(The following are not all inclusive. Students are advised to consult the Code of Students Rights and Responsibilities for further examples and definitions).

**Inappropriate Conduct:** Conduct that is considered to be lewd, indecent, obscene or inappropriate.

**Disorderly Conduct:** Conduct that is considered to be obstructive or disruptive that interferes with teaching, research, administration, or other college or college-authorized activities.

**Copyright Infringement:** Conduct or activities that violate federal copyright laws including, but not limited to, the piracy of written or electronic media, are not permitted.

**Failure to Comply:** Failure to comply with the directions of authorized college officials in the performance of their duties, including failure to identify oneself when requested to do so; failure to comply with the terms of a disciplinary sanction; refusal to vacate a college facility when directed to do so.

**Unauthorized use of College Facilities:** Unauthorized entry, use, or occupancy of college facilities.

**Damage to Property:** Damage to or destruction of college property or the property belonging to others.

**Possession/Distribution/Consumption of Alcohol:** Unauthorized possession, use, or supplying alcoholic beverages to others contrary to law or college policy.
  a. Ivy Tech Community Collage prohibits:
      1. Public intoxication, use, or possession of alcoholic beverages on college property;
      2. Providing or possessing alcohol contrary to law.
  b. Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, may be disciplined if violations of alcoholic beverage laws or of college regulations occur. Individual students who plan, sponsor, or direct such functions also may be subject to sanctions.
Possession/Distribution/Use of Illegal Drugs or Controlled Substances: Unauthorized possession, manufacture, sale, distribution, or use of illegal drugs, any controlled substance, or drug paraphernalia. This may also include being under the influence of illegal drugs or unauthorized controlled substances.

Committing College Funds: Committing college funding, including student clubs or organizations, without written approval, will result in the student’s being responsible for the money owed, the student’s being removed from the club or organization, and disciplinary action being taken. No student shall enter into a contract with an outside agency using the name of the college. Contracts entered into in violation of this rule shall be the personal responsibility of the student.

Parking: Students are expected to comply with parking regulations. Parking spaces for persons with disabilities and visitors’ areas are reserved for those purposes. Vehicles improperly parked in those areas may be ticketed or towed at the owner’s expense.

Harassment

Ivy Tech will not tolerate harassment based on race, color, creed, religion, gender, sexual orientation, national origin, physical or mental disability or age, and/or opposition to prohibited discrimination or participation in this or any other compliant procedure. This prohibition covers harassment against any student at an Ivy Tech campus by anyone, including other students, employees or non-employees during any college activity or program. The policy prohibiting harassment includes adverse treatment of students as a result of reporting harassment or providing information related to such complaints.

Violence

The use against any person of any mental, physical, written, or verbal abuse that threatens, is perceived as threatening or endangers the health, safety, and wellness, or promotes hatred or prejudice towards others is prohibited. This also includes fighting and/or other disruptive behavior, which includes any action or threat of action which endangers the peace, safety, or orderly function of the college, its facilities, sponsored events on or off-campus, or individuals engaged in any approved activity.

Disruptive Behavior

Behaviors or actions that disrupt the College’s processes (academic and/or non-academic) are in violation of College rules. No student shall behave in a manner that is unacceptable in a learning environment or that endangers or infringes on the rights and/or safety of himself or herself or other students, visitors, staff, patients in a clinical situation, and/or children in childcare centers at Ivy Tech. If misconduct warrants an immediate suspension from the institutional setting for the remainder of the instructional period the instructor may do so without a prior hearing. If the student does not voluntarily leave the institutional setting campus official(s) and/or campus security officers may remove the student from that setting Upon oral request by the instructor.
ITCC and PTAS Program Personal Misconduct involving Computers/Technology

Users of these services and facilities have access to valuable College resources, to sensitive data and to external networks. Consequently, it is important for all users to behave in a responsible, ethical and legal manner. In general, appropriate use means respecting the rights of other computer users, the integrity of the physical facilities and all pertinent license and contractual agreements. This document establishes more specific guidelines for the use of all college computing resources. For details, go to http://wwwcc.ivytech.edu/helpdesk/policies-and-procedures/

Unauthorized Use of Computers and Technology: Theft or other abuse of computer facilities and resources including, but not limited to:

a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
b. Unauthorized transfer of a file; including peer-to-peer file sharing.
c. *Use of another individual’s identification and/or password.*
d. Use of computing facilities and resources to interfere with the work of another student, faculty member, and/or college official.
e. Use of computing facilities and resources to send obscene or abusive messages.
f. Use of computing facilities and resources in violation of copyright laws.
g. Any violation of the college’s computer use policy.
PTAS Program Specific Technology Policy

Electronic Equipment or Programs: Use of electronic equipment or programs in a manner that is disruptive to other students, staff, or College processes is prohibited. This includes appropriate and respectful use of technology during instructional periods and when representing or referring to college/program with other media:

a. Students are to have phones and other communication devices set in vibration or mute mode such that notifications are not audible to others during required class/activities
b. Students are to have phones and other communication devices placed in an area such that they are not used during instructional activities (no texting, emailing, web search, etc. during class time unless 1) provided specific approval from instructor for emergencies or 2) provided specific direction by the instructor for coursework activities
c. Students are allowed to audibly record (voice only) any lecture or lab activity within the PTAS curriculum coursework (attending a course, students give permission for audible (voice) recording by other attendees of the course)
d. Students are not allowed to record in any format testing procedures including (not limited to) written examinations, practical examination, competency testing, etc.
e. Students are not allowed to record in any format clinical coursework experience that would violate the requirements of HIPAA
f. Students are not allowed to record in any visual format any coursework procedures within the PTAS curriculum coursework, including visual format recording of instructors and peers
g. Students must sign a release of photo/video release document for program and college course and/or marketing requirements (Students must request from peers directly permission for visual format recording)
h. Students are not allowed to post in any format recordings from PTAS curriculum coursework on any site. During sponsored PTAS Program or PTA Club events, postings are allowed only following the specific signed release document instructions for each student and/or attendee. Postings of any minors are strictly prohibited
i. Students are allowed to use electronic devices for the purpose of complimenting instructional activities as long as the use is not disruptive to others/activity at hand
j. Students are prohibited from posting negative, inflammatory, or disrespectful comments on any site regarding college, program, faculty, staff, or students (such occurrences go against grievance procedures and professionalism required in the PTAS Program
k. Students that do not comply with the requirements of the technology policy will be required to discontinue use of the device within the instructional environment including leaving device in bag in different area of class, leaving device outside of classroom, etc. Further violation of the policy would warrant removal from the classroom and/or dismissal from the program.
l. Violation of restrictions of visual recording of instructors, peers, and/or of postings would warrant dismissal from the program and potentially the additional “costs” related to the damages and/or removal of such postings as needed
m. Students must sign acknowledgement and compliance of this policy and the potential consequences for violation – see PTA Program Specific Technology Policy form at the end of this document (maintained in main PTA student file)
PTA Program Academic Integrity Policy

Along with ITCC, the PTA Program is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the educational quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Students complete examinations in a proctored examination procedure. Examination performance is expected to be an individual effort. Students are permitted to review and study with peers from their class prior to taking these examinations only. Students are not allowed to acquire assistance for testing purposes from current students after the examination has become available. Students are not to gain access to examination information from previous students of the PTAS course in session or the PTA Program. Such breech will warrant action as presented in the ITCC College Catalog, including potential expulsion from the PTA Program and/or the college.

Students will participate in a variety of proctored examination procedures. Students are permitted and encouraged to review and study with peers from their class prior to taking these examinations. Students are not allowed to acquire assistance for testing purposes from current students after the examination has become available. Students are not allowed to gain access to examination information from previous students of this course. During practical examinations, students are not allowed to discuss activities completed during the practical examination while students are required to complete the examination. All assignments and examinations are expected to be an individual effort (unless otherwise stated for a particular assignment). All examinations are the property of the instructor/PTAS Program. No reproduction is allowed at any time in any format. Such violation of examination procedures will warrant action as described below.

Any student or students found to have violated the Ivy Tech Community Academic Misconduct, Academic Integrity and Professional Behavior Policy and/or the PTA Program Academic Integrity Policy examination procedures as described above will forfeit his/her/their grade(s) and receive a zero (0) for that assessment. Any incident regarding violation of examination procedures is grounds for disciplinary action and/or dismissal from the class and potential dismissal from the PTAS Program.

Within the appendices of this document, students are provided a copy of the Standards of Ethical Conduct for the Physical Therapist Assistant. Students are to review this document and sign the Academic Dishonesty Awareness Statement form to be placed in the student file.
**Academic Progression**

A student must demonstrate course competency before enrolling in a subsequent course where course competency is a prerequisite for the subsequent course or for assignment to a clinical experience. Competency in a course is demonstrated when a student attains a course grade of “D” or greater according to the PTA Program Grading Scale (see previous pages). If competency is not attained, college procedures will apply. The student is responsible for demonstrating competence in all areas.

According to ITCC College Catalog – College Services policy – “Improving a Grade”:

Students may attempt to improve grades by repeating courses (allowable once per course). Financial aid recipients, however, should review their situations carefully since payment for repeated courses can be disallowed. Student transcripts will contain a complete record of all activity. The student’s grade point average will reflect the highest grade earned.

PTA Program policy therefore dictates that a student that has not successfully completed a PTAS Course successfully with the minimal grade of “D” is prevented from further progression in the PTA Program. The student is allowed to repeat this course once. Based upon the availability of the PTAS courses each year, the student would then be required to return at the next available course session (the next year). Students are required to meet with the PTA Program Chairperson to develop a plan of remediation. This plan must be signed by the student, Academic Coordinator of Clinical Education (ACCE), and Program Chairperson. In order for the student to regain admission, the student is required to submit a formal request to the program, dated, signed, and mailed to the PTA Program post marked not later than the following year’s application deadline of March 31st in order to ensure that a position is not left vacant for a potential new applicant.

Accepted students who require withdrawal from a course due to non-academic reasons are considered to have taken the course unsuccessfully once and by college policy are able to return to take the course (the next year) with the same requirements as listed above.

Students who do not provide the requested formal request by the required due date are no longer considered as students of the PTA Program. As such, students are then able to return only through submission of a complete application at the next application deadline. Such students will then be ranked with the applicant pool and considered for acceptance among the new applicant pool.

Students are referred to the ITCC College Catalog regarding academic Standards of Progress for GPA requirements, including monitoring, probation, and suspension.
**Clinical Skills Competency Testing**

A student must demonstrate clinical skill competency in those courses where clinical skills are developed. The process for determining clinical skill competence must be systematic, objective, and fair. Specific PTA program procedures are used to assess clinical competency. Competency in clinical skills are demonstrated when a student meets minimal criteria set by the course instructor. If competency is not attained, college and program procedures will apply. The student is responsible for demonstrating competence in all areas.

PTA Program policy therefore dictates that a student must demonstrate clinical competency prior to placement in the clinical coursework (PTAS 115, 205, and 215) in order to maintain the safety of potential patients and medical professionals, as well as the integrity of the field of physical therapy and the PTA Program. As such, students who have been unsuccessful in clinical skill competency may be required to complete any of the following: repeat of examination, remediation with instructor, remediation with ACCE/Program Chairperson, and/or remediation plan due to receipt of grade less than a “D” (as described above).

Students who require repeat of coursework prior to assignment of clinical coursework will complete competency testing, including and not limited practical performance, examination submission, remediation activities. Failure of such testing will cause prevention of assignment to clinical coursework. Such prevention will require further consideration of potential release from the PTA Program as is appropriate for community safety, PTA Program Policy, and/or College Policy.
Student Preparation for Clinicals

Students of Ivy Tech Community College – Northwest PTA Program participate in a variety of practical examinations and competency testing in order to assess student preparedness prior to attending clinical affiliations. The Program Order document included in this handbook demonstrates the sequence of classes. PTAS 101, 106, and 107 contain practical examinations for assessing student preparedness for the initial clinical. PTAS 103 includes coursework regarding administrative activities for clinical affiliations. PTAS 115 Clinical I includes a week of formal competency testing of skills learned in PTAS 101, 106, and 107. Full knowledge and skill success at 100% is required prior to attending the first clinical experience. PTAS 207 and 217 practicals prepare students for the terminal clinicals, PTAS 205 and 215 Clinical II and III, respectively.

At any time a student must incur an interruption of sequence in the program, the student is required to participate in competency testing prior to resuming coursework that includes clinical affiliations. If this interruption occurs during the first year of study, students must register for an Independent Study course including laboratory activities of courses PTAS 106 and 107 repeat practical and finals examination and repeat formal competency testing procedures of PTAS 115. If this interruption occurs during the second year of study, students must register for an Independent Study course including laboratory activities of courses PTAS 207 and 217 and repeat practical and final examinations. These practicals include UE and LE orthopedic treatments and neurorehabilitation. Students must meet minimal score requirements relative to those in the courses themselves.

Finally, students must meet clinical success requirement in PTAS 205 in order to continue to PTAS 215 final, terminal clinical affiliation. Additional requirements for successful completion of PTAS 215 can be found in PTAS 215 course documents.
Practical and Competency Testing Topics

First Year – prior to PTAS 115 Clinical I

PTAS 101 Introduction to the Physical Therapist Assistant

Respectful and Professional Communication
Wheelchair Components and Mobility*
Body Mechanics*
Positioning and Transfers*
Vital Sign Measurement*
Passive Range of Motion
Gait and Assistive Device Training*

PTAS 106 Treatment Modalities I

Confident and Knowledgeable Communication
Positioning and Handling
Palpation
Range of Motion Testing*
Manual Muscle Testing*
Skin Sensation Testing
Thermotherapy and Cryotherapy Application*
Cervical and Lumbar Traction Application
Electrical Stimulation Application*

PTAS 107 Kinesiology

Confident and Knowledgeable Communication
Goniometry*
Manual Muscle Testing*
Palpation
Muscle Identification and Exercise Development
Gait Components and Deviations
Postural Assessment and Deviations

PTAS 103 Administrative Aspects

This course includes review of tests and measures in physical therapy – individual assignments and examinations (not skills test item)

* These items are reassessed during full week of Clinical Competency prior to PTAS 115 Clinical I
Second Year – prior to PTAS 205 Clinical II

PTAS 207 Treatment Modalities II

Confident and Knowledgeable Communication
SOAP Note Treatment Documentation
Thermal and Electrical Modality Application
Massage
Stretching
Strengthening
Gait and Assistive Device Training
Lower Extremity Amputation Wrapping*
Wound Dressing*

*Excluding these items, practicals are completed with a unique patient evaluation and plan of care developed by a physical therapist for the students to prepare an appropriate treatment regimen, educate the patient during the provision of treatment, and completion of appropriate documentation.

PTAS 217 Treatment Modalities III

Confident and Knowledgeable Communication
Positioning
Range of Motion for Neurorehabilitation
Balance, Gait, and Coordination Tests and Measures
Paper and Presentation: provided unique topic to student group, students prepare appropriate treatment strategy for example patient
**ITCC Attendance Policy**

Regular attendance is expected at scheduled class meetings or other activities assigned as part of a course of instruction. Attendance records are kept by instructors. When personal circumstances make it impossible to attend scheduled classes and activities, the College expects students to confer with instructors in advance. Instructors can offer students the option of making up the material missed. Absences may be considered by instructors in awarding grades and considering involuntary withdrawal. These instances of making up material and effects on grades are specifically dictated by the common syllabus language of the PTAS courses.

**PTA Program Attendance Policy**

Regular attendance is expected as well by the PTA Program. Students are expected to sign in for each scheduled course date and initial upon instructor release from the class. Students are considered in attendance for a class when present at the beginning and through the entirety of the class. Students who are late or leave a class early will not receive credit for attendance for that class. Points provided for grading in a course will be lost according to the instructor and course syllabus for missed, late, or early release by a student in a class. Attendance points may also be lost for incomplete or missing assignments according to the instructor and course syllabus. Instructors are encouraged to consider documented medical excuses of students and/or family members, including wakes and funerals, with consideration of attendance points. Students are advised that alternative reasons, i.e. traffic, etc. are not considered valid excuses and are expected to receive attendance point loss. If a student misses a class session, the student is solely responsible for obtaining all material missed from another student.

**Classroom Etiquette**

When in attendance students are expected to fully participate in class activities. Disruptive class behaviors such as arriving late, engaging in personal dialogue with your classmates during lecture or presentations, making rude non-verbal gestures, use of telephones and pagers or participating in other non-class related activities during class should be avoided. Any such behavior may result in a student being dismissed from the class session where this behavior occurs.
Classrooms and General Laboratory Space

The PTA program classroom and labs are used for several activities and functions. Students are expected to maintain the cleanliness and order of the classroom and labs. Equipment and supplies are available as long as students appropriately safeguard these items. Replacements are not necessarily immediately available if equipment is broken, misplaced, abused, or removed from the lab. Students are expected to appropriately dispose of waste material and return furniture and supplies, clean and soiled, to their appropriate places. Tables are to be organized and stools/chairs are to be placed beneath tables prior to leaving the lab. During class, students are expected to keep personal belongings beneath the tables in order to keep safe walk ways within the lab. Eating and drinking (other than secured/bottled items) is not permitted in the classrooms; please be attentive to these restrictions. First year students are expected to develop a weekly Friday cleaning schedule of the first year students, including assignment of linen care. This is to be completed and submitted to the Program Chairperson for the entirety of the first year of study within the first two weeks of the first year fall semester.

Laboratory Space Supervision

As directed by the Vice Chancellor and Program Chairperson, students are to be supervised at all times by an appropriate faculty/lab assistant member. At no time is the lab to be used for practice of manual techniques or modality practice without supervision. Open lab hours are available as scheduled each semester. Full time faculty member student hours are also available for lab supervision with prior arrangement by the student with the faculty member.
**PTA Program Complaints Procedure for Students and Non-academic Individuals**

Students and other individuals that have a complaint or dispute with the program, faculty member, or student in association with the PTA Program may use the following procedure for initiating a grievance. As is college policy, any individual with a grievance is expected to first bring the grievance to the specific party or parties involved. A student or individual with a grievance with a particular faculty member is expected to contact that faculty member directly before any further consideration on the matter can be addressed. Students are expected to bring the grievance to the attention of the faculty member in a manner that is professional and dignified. Students are to use professional language, demeanor, and communication styles (i.e. “I” statements) when reviewing a grievance. Students are also expected to thoughtfully devise a requested and reasonable solution to the grievance in order to facilitate closure.

Non-academic individuals (other than students and program faculty) are expected to bring the grievance to the Academic Coordinator of Clinical Education (ACCE) for clinical-related grievances and/or the Program Chairperson for clinical-related or programming grievances. Access to names and contact information can be acquired through the Ivy Tech Community College – Northwest website (ivytech.edu/northwest) or through any of the local campus switchboards (Gary switchboard - 219-981-1111).

Following direct communication with the appropriate individual, if resolution has not been achieved the complainant is required to complete the PTA Program Grievance Form (see appendices of the Student Handbook). This form is to be brought to the Program Chairperson in all situations where the Chairperson is not the subject of the grievance. If such is the case, the form is to be brought to the ACCE for review. It is the program’s intention that grievances be addressed as much as possible within the program faculty and administration. However, if resolution has not been achieved to the complainant’s satisfaction, the complainant is recommended to follow the grievance policy as delineated in the ITCC Catalog.

**Individuals wishing to address grievances outside of the PTA Program are welcome to contact the Office of Students Affairs (as noted in the ITCC Catalog):**

The College encourages students to resolve their complaints informally. The informal grievance procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal grievance procedure is also available.
**Professionalism**

Throughout the program and following graduation students are expected to maintain a level of professionalism and decorum appropriate for the field of physical therapy and the position and responsibilities of a physical therapist assistant. Students are expected to demonstrate polite and respectful communication in both written and verbal communication regardless of method of delivery. Students are advised to be diligent in their review of electronic communication methods for clear, concise, and respectful language. Inappropriate communication through electronic or personal means will not be tolerated by faculty in any way.

Students are advised to consider the ramifications of their representations of themselves and the program with the variety of individuals they are in contact with, including peers, students, faculty, administration, clinical faculty, patients and clients, and the general community. The future of clinical affiliations and potential employment rely on the students and their professionalism.

Students are expected to work in pairs or groups in presentations and laboratory work. Students will integrate with their peers and are expected to be considerate of the varied characteristics of each other, including cultural, religious, gender, educational, and socioeconomic differences. Students are encouraged to remember that the peers of the program represent their greatest allies toward success.
Professionalism (continued)

For the purposes of the PTA Program, students are held to the professional standards of the career and field in which they are pursuing their education. As such, the PTA Program requires students to abide by the following guidelines for professionalism.

1. Attendance – Full attendance of all classes arriving to class prior to the start of the class and remaining in class throughout the provided instruction period.

2. Timeliness – Students are expected to be timely in their attendance and submission of assignments as required throughout the course.

3. Dress/Uniform – The following are the dress/uniform requirements of the PTAS Program – students in violation of these requirements will be required to leave class until the requirements are met, students in violation of these requirements will not be able to participate in practical examinations
   a. Lecture/Organization activities – Students are to wear the designated PTA Program polo with khaki pants (scrubs or dress pants – no jeans or capris), with socks and closed toe and heel shoes in good condition
   b. Lab – Students are to wear cotton-like shorts to at least mid-thigh length, tank top (females with sports bra and/or tank), with socks and closed toe and heel shoes in good condition – all students to be able to reveal appropriate structures for course requirements and learning modules
   c. School identification (ID) – Students are to wear the college provided school ID with the designated colored strap for a student at all times, except in laboratory procedures to protect self/simulated patient
   d. Practical examinations – Students are required to wear the PTAS Program lab coat when performing the role of SPTA during practical examinations, as well as the required dress for the appropriate patient simulation role

4. Respectful communications and participation – Students are expected to be fully engaged during class and to maintain a professional demeanor in all communications in all medium (oral, text, email, written, etc.). Students who are found to violate this area of professionalism in class will be dismissed from class.

5. Membership in the Physical Therapist Assistant Club – membership is required for the PTA Club and students are expected to attend all scheduled meetings and follow procedures in the constitution regarding attendance to specially scheduled events.
Clinical Education Individuals and Roles

Academic Coordinator of Clinical Education (ACCE) – this full time faculty member is the academic faculty that assists in the coordination of the clinical education set-up, assignments, and monitoring of students in the clinical practical coursework

ACCE Liaison – this adjunct or full time faculty member is the academic faculty that assists the ACCE in coordination of contractual agreements with clinical facilities and monitoring of students in the clinical practical coursework

Program Chairperson – this full time faculty member is the academic faculty that oversees the clinical educational curriculum and grading procedures, as well as assisting in monitoring of students in the clinical practical coursework, especially in the case of student limitations

PTA Student – the enrolled and competent student assigned to a specific clinical facility with the responsibility of acting as an important liaison between the program and the clinical facility in regard to paperwork, schedule, objectives, and assessment tool procedures

Center Coordinator of Clinical Education (CCCE) – this is a healthcare professional employed by a facility that provides communication with the ACCE and/or Program Chairperson for contractual agreement of clinical affiliations between the facility and the PTA Program

Clinical Instructor (CI) – the licensed PTA (supervised by a licensed PT) or the licensed PT that provides the direct supervision of the PTA student while participating in off campus clinical practical coursework

Clinical Education Assignments

Students are assigned to the clinical practical experiences in coordination of the above academic faculty and clinical facility representatives. Students are expected to complete the three clinicals as described previously with an orthopedic focus for the first clinical. The second and third clinical will be a combination of an outpatient orthopedic clinic and one of the following acute, subacute, rehab, and/or skilled nursing facility. Students that are interested in a pediatric rotation may participate in pediatrics as long as the student has demonstrated academic success allowing for such consideration.

Students do not choose their clinical placements. Academic faculty assigns students to meet the above requirements and to allow all students access to the variety of opportunities to maximize their educational experiences. The location of the facility is taken into consideration; however, students are made aware that distance and driving time are not primary factors in assigning clinical affiliations. Students are expected to attend the assigned clinical placement and obtain the appropriate transportation necessary to attend.
Students that are interested in a particular clinic that they are familiar or interested in future employment or special opportunity have the potential to be assigned to the clinic if appropriate. Students are advised that in order to participate in such a clinical, students may provide the Program Chairperson the initial contact information for the clinic only. Following, students are no longer to be involved in the process. At such time the clinic has been assessed and considered an appropriate clinical learning environment and contractual agreements have been completed, a student can then be assigned. At no time is a guarantee made for any assignment request. At no time will a student be assigned to a facility that is owned, run, or would provide direct supervision of the student by a family member. At no time will a student be assigned to a facility in which the student had previous or has current employment relations in such a way that the students would be in the same venue, with the same staff/therapists, etc. Students may be assigned to a large facility that has multiple locations that act independently and would therefore have no overlap of supervision and responsibility of the employment location and clinical experience.

**Clinical Education Student Responsibilities**

The following activities are the expectation of the student in completion of the required clinical practical experiences. This information is in conjunction with that expressed in the individual courses syllabus and schedule.

- Receive clinical assignment
- Attend clinical review (including course documents and assignments) prior to PTAS 115 and PTAS 205 courses
- Contact assigned clinical prior to clinical start date
- Identify to assigned academic faculty member exact clinical site location, clinical instructor name and contact number, and expected days and hours of clinical schedule through email contact
- Determine uniform requirements of the facility – if no specific requirements, student must wear the PTA Uniform polo, khaki pants, appropriate shoes, and lab coat
- Prepare the Student Demographic Sheet (see appendices of *Student Handbook* and fax to clinical instructor prior to clinical start date
- Attend the clinical as assigned following all policies and procedures as delineated in the provided coursework syllabus and schedule
- Identify to clinical instructor the required paperwork, assignments, syllabus, etc as directed at the clinical review attended prior to PTAS 115 and PTAS 205 courses
- Attend all assigned clinical requirements, any missed appointments require following instructions as delineated in the provided coursework syllabus and schedule, including email contact with the assigned academic faculty member
- Coordinate a scheduled visitation with the assigned academic faculty member for completion of the Clinical Visitation Checklist (see appendices of Student Handbook)
- Coordinate and complete midterm and final evaluations with clinical instructor and midterm and final self-evaluations
- Complete additional assignments as delineated in the provided coursework syllabus and schedule
- Submit all necessary paperwork for grading purposes of the clinical practical experience
- Contact assigned academic faculty member at any time concerns with clinical demonstrate potential for failure, i.e. self-evaluation and clinical instructor student evaluation inconsistencies

**Clinical Education Preparation Requirements**

In order to attend clinical practical experiences, students must complete a variety of documentation. These include documentation of appropriate health and emergency knowledge to attend. Each item requires a specific timeframe of currency to be considered appropriate to attend. Students are required to submit copies of the required documents. Upon request of this information by a clinical facility, in order to maintain student privacy, the student is required to present the information personally. If for some reason, the student chooses not to provide such documentation to the clinical facility, the student will be considered as withdrawing from the course and that will represent a first attempt at the course. The student will have the opportunity to repeat this course a second time as described previously.

- OSHA training – each student participates in OSHA information and procedures through the PTAS 101 course and testing for certification at the start of PTAS 107. The semester this course is complete is documented in each student file within the PTA Program office.

- HIPAA training – each student participates in HIPAA training within the PTAS 103 course. The semester this course is complete is documented in each student file within the PTA Program office.

- CPR training – students must have a current CPR card through the end date of the assigned clinical, which represents health professional CPR for infant, child, and adult and preferably with AED instruction. This card is due at the required orientation after acceptance to the program and again as needed to meet the requirements of the clinical.
- Tuberculosis testing – students must have a current (within one year of the end date of the assigned clinical) TB test (Mantoux test) with a negative result or a chest x-ray as required by a physician with a report of non-contagious status. Students who have not received a TB test recently will need to do the Mantoux test, while students who have had a TB test within the past 6 months may do a one-step test. Documentation must be received at the required orientation after acceptance to the program and again as needed to meet the requirements of the clinical.

- Hepatitis B vaccination or declination – students must submit copy of official documentation of the series of Hepatitis B vaccination including dates of each vaccination and medical professional signature or completion of a signed and witness declination page (see appendices of Student Handbook). Documentation must be received at the required orientation after acceptance to the program.

- Current Physical – students are required to have a completed health/physical form within one year of the end date of the PTAS 115 course, completed and signed by an appropriate physician, and received at the required orientation after acceptance to the program. Following, students must have an updated physical (within one year of the end date of the assigned clinical) that includes a signed prescription that the student has the physical fitness to complete the essential functions of a PTA Student and is currently not contagious.

- Immunization Record – students are required to have documentation of completed immunizations as designated on the health/physical form. Documentation must be received at the required orientation after acceptance to the program and again as needed to meet the requirements of the clinical.

- Criminal background check – students are required to complete the required criminal check through certifiedbackground.com according to the state and national criminal check procedures. Students that demonstrate any documented historical criminal offenses are required to identify such to the academic faculty and clinical facility for consideration of placement. Students are advised that no guarantees exist in placement if documented historical criminal offenses are noted on the criminal check. The program will access three separate locations for potential acceptance for clinical assignment. If these facilities (representing the required types of clinical experiences) are unwilling to accept the student, then the student will be advised of such and be required to withdraw from the program being unable to meet the clinical requirements of the curriculum. The criminal background check must be current (within one year of the end date of the assigned clinical). Documentation must be received at the required orientation after acceptance to the program and again as needed to meet the requirements of the clinical.
Drug screening – students are required to complete the required drug screening through certifiedbackground.com. Students that demonstrate any documented positive drug testing are required to identify such to the academic faculty for further consideration of placement. Students are advised that no guarantees exist in placement if documented positive drug testing is noted on the drug screening. The drug screening must be current (within one year of the end date of the assigned clinical). Documentation must be received at the required orientation after acceptance to the program and again as needed to meet the requirements of the clinical. 

*Students that are noted to have behavior consistent with alcohol or drug use according to instructors, faculty, and/or clinical representatives will be required to complete an immediate repeat of the drug screening process at the student’s cost prior to attending any further coursework or clinical activities for the safety of student/peers and patients.*
PTA Program Grading Scale

- 93% to 100% = A
- 87% to 92% = B
- 81% to 86% = C
- 78% to 80% = D
- Less than 78% = F

- Rounding of scores for assignments, examination, etc. is at the discretion of the course instructor, if allowed the standard of 5 or greater will be rounded to the next higher number and less than 5 will be rounded to the next lower number
Appendices

- PTAS 115 Assessment – Clinical Instructor form ........................................ Page 49
- PTA Program Grievance Form .................................................................. Page 52
- Student Demographic Sheet ....................................................................... Page 53
- Clinical Checklist for Visitation ................................................................. Page 55
- Physical Examination and Immunity Documentation Form ...................... Page 56
- Declination of Vaccination ......................................................................... Page 63
- Consent for Participation and Liability Waiver .......................................... Page 64
- Student Life Activity/ Trip Sign-up Form .................................................. Page 66
- Photo/Video Release Form .......................................................................... Page 67
- Authorization to Release Academic and/or Health Information ............... Page 68
- Standards of Ethical Conduct for the Physical Therapist Assistant ........ Page 69
- PTA Program Acknowledgement of Outcomes of Academic Dishonesty .... Page 72
- PTA Program Specific Technology Policy .................................................. Page 73
- PTA Student Pledge .................................................................................. Page 74
Date of Midterm: (first/second week) ____________ Date of Final: (end last week) ______________

Facility: ____________________________ Rehab: Outpatient: Inpatient: Other: ____________

Student name: ______________________ Clinical Instructor Name(s): ______________________

Signature student (Midterm): ____________ Signature CI (Midterm): ______________________

Signature student (Final): ________________ Signature CI (Final): ______________________

**Quick scale of performance level**: (must provide input for each item to allow grading of student, please avoid not observed or blanks for skill/activity).

**Key:**

1 – Student’s performance creates or continues to be a level of concern that requires additional practice or study (either provided by the clinical facility or academic program) and completion of the Clinical Action Plan signed and approved by visiting faculty member * (midterm) or is unacceptable to pass this skill/activity at this time (final)

2 – Student demonstrates limited ability at this time and is expected to show growth toward mastery with regular clinical facility interaction/practice and supervision (midterm) or demonstrates limitations in this area that required greater supervision/guidance than expected by the completion of this clinical (final)

3 – Student demonstrates the expected level of performance with the degree of instruction/practice provided thus far, with the expectation of passing this clinical affiliation (midterm) or demonstrates adequate performance to pass this clinical (final)

4 – Exceeds expectations (midterm or final)

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<tr>
<td>Conflict Resolution</td>
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<tr>
<td>Time Management</td>
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<tr>
<td>Independence (as appropriate for the type of clinical experience)</td>
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<tr>
<td>Disease/disability awareness</td>
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<tr>
<td>Review of PT Plan of Care, goals, pt. monitoring, and progression of TX</td>
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<tr>
<td>Documentation</td>
<td></td>
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<tr>
<td>Gait training w/ assistive devices</td>
<td></td>
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<tr>
<td>Beginning exercise development and instruction</td>
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<tr>
<td>Vital Signs (procedure – interpretation)</td>
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<tr>
<td>Transfers</td>
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<tr>
<td>Goniometry</td>
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<td></td>
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<tr>
<td>Modalities</td>
<td></td>
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<tr>
<td>Skill/ Activity</td>
<td>Midterm</td>
<td>Midterm Comments</td>
<td>Final*</td>
<td>Final Comments</td>
</tr>
<tr>
<td>-------------------------------------</td>
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<tr>
<td>P/A/AAROM Resistive ROM</td>
<td></td>
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<tr>
<td>Patient positioning (including alignment for exercise)</td>
<td></td>
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<tr>
<td>Manual Muscle Testing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL SCORE:</strong></td>
<td>Midterm – 50</td>
<td></td>
<td>Final - 63</td>
<td></td>
</tr>
</tbody>
</table>

If minimum passing score of 50 is NOT achieved at Midterm – Clinical Instructor must contact Academic Coordinator of Clinical Education immediately.

*If a student has received a passing score for the Final Evaluation, but has received a ranking that has decreased by two or more, (i.e., 4 to 2, 3 to 1), a comment must be provided for that skill/activity in the “final comments” box.

** A ranking of ONE in this area may constitute failure of this clinical affiliation

^Please review APTA Standards of Ethical Conduct of the Physical Therapist Assistant provided in student packet
PTA Program Grievance Form

1. Name of complainant:

2. Name(s) of other individual(s) involved (i.e. faculty member, etc):

3. Brief description of the complaint:

4. Date of original discussion with individual(s) involved:

5. Outcome of original discussion:

6. Desired resolution:

7. Date and signature of complainant:

8. Date received by ACCE or PTA Program Chair:

9. Date of discussion with complainant:

10. Resolution or plan for further review:
Physical Therapist Assistant

Program Student Demographic Sheet

Name: __________________________ Date: ______________________
Address: ________________________ City __________ State ____ Zip ____
Phone: __________________________ School: ______________________
Email: ___________________________ Clinical Site: ________________
Emergency contact: ________________________ Clinical dates: ______

1. Please describe your educational background. (Details: when, where, program of study, etc).

2. Please describe your work history related to physical therapy. (Details: where, when, how long, and job responsibilities).

3. Please describe the responsibilities of a PTA that which you are comfortable.
4. Please describe the responsibilities of a PTA that which you feel you need the greatest experience.

5. Please describe the personal characteristics that you possess that would benefit the clinic as a member of the team.

6. Please describe the guidance from the CI that you believe would best assist your learning experience (i.e. how often, oral or written, providing specific goals/expectations, scheduled or impromptu, etc. – give as much detail as possible).

7. Please describe any specific or special knowledge or experience you bring to the clinic that would benefit the clinic/clients.

8. Please add any additional comments regarding you, expected experience, and future as a PTA.

____________________________________________________________________________________

Student PTA Signature    Date
Student name: ___________________________ Clinical Instructor Name: ______________________

Facility: _______________________________ Rehab: _ Outpatient: _ Inpatient: _ Other: __________

Faculty member signature (to be signed upon completion of visit): ___________________________

Date of visit by faculty member: ______________., Time of visit by faculty member: ____________

Quick scale of performance level of student, completed by clinical instructor

**Key:**  NP – Not performed or practiced at this time to provide a score

1 – Student’s performance creates a level of concern that **requires additional practice or study** (either provided by the clinical facility or academic program) and completion of the **Clinical Action Plan** signed and approved by visiting faculty member *

2 – Student demonstrates limited ability at this time and is expected to show growth toward mastery with regular clinical facility interaction/practice and supervision

3 – Student demonstrates the expected level of performance with the degree of instruction/practice **provided thus far** in the clinical experience

<table>
<thead>
<tr>
<th>Skill/ Activity</th>
<th>Ranking</th>
<th>Comment/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>General interactions with patients/clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General interactions with staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical and Legal Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence (as appropriate for the type of clinical experience)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A score of 1 in any Skill/Activity requires a Clinical Action Plan agreed upon by the Clinical Instructor, student, and Visiting Faculty Member. This is to be established in writing regarding specific incidences or examples, plan of action, and record of next meeting with participants in order to assess progress toward improvement. Signatures of all participants are required on action plans.

Copies to be provided to all participants and Chairperson of PTA Program upon completion of Clinical Action Plan (no later than one business day following completion)
THIS SECTION TO BE COMPLETED BY STUDENT:

Student Name: ___________________  Student ID: C ___________  Date of Birth  /  / _____

Address: ________________________________

Phone:  Home  _______  _______  Work  _______  _______  Cell  _______  _______  _______

Email: ________________________________

I understand that the information on this form or the form itself may be given to clinical affiliate sites as required for institutional accreditation.

<table>
<thead>
<tr>
<th>Name of Student (PRINT)</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

THIS SECTION TO BE COMPLETED BY A PHYSICIAN, LICENSED PHYSICIAN ASSISTANT, OR ADVANCED REGISTERED NURSE PRACTITIONER:

Required documentation includes immunity status, tuberculosis screening, physical examination and validation of student’s ability to perform essential functions of the program. Health care provider must complete and sign all 3 sections of this form. It is the student’s responsibility to ensure that the form is complete and signed in all required areas prior to submission to the program.

**Immunity Status:** Documentation of immunity requires either a vaccine that is up to date. If the initial titer is negative, vaccination according to CDC guidelines and a follow-up titer demonstrating immunity is required. **If the student declines one or more the following vaccines, a declination form must be completed and signed by the student’s health care provider.**

<table>
<thead>
<tr>
<th>Vaccination</th>
<th>Date of Vaccine</th>
<th>Titer Showing Immunity</th>
<th>Date of Titer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B #1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hepatitis B #2 (1 mo. following #1)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hepatitis B #3 (5 mo. following #2)</td>
<td></td>
<td></td>
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<tr>
<td>Influenza (1 dose annually)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measles (2 doses, 4 weeks apart)</td>
<td>MMR 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mumps (1 dose)</td>
<td>MMR 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubella (1 dose)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella (2 doses, 4 weeks apart)</td>
<td>1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:</td>
<td>Titer Below</td>
<td></td>
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<tr>
<td>Tdap – 1 dose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Td Booster (ever 10 years after Tdap)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tetanus</td>
<td>Vaccine above</td>
<td></td>
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<tr>
<td>Diphtheria</td>
<td>Vaccine above</td>
<td></td>
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<tr>
<td>Pertussis</td>
<td>Vaccine above</td>
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</tbody>
</table>
Student Name: _______________________________

**Tuberculosis Screening:** Tuberculin Mantoux skin testing or Quantiferon TB Gold blood test required; and chest x-ray if either result is positive.

- Tuberculin Skin (Mantoux) Test: For students who have not had a documented negative tuberculin skin test in the preceding 12 months, baseline tuberculin skin testing should employ a two-step method, with a second test in 1-3 weeks. If student has documented annual tuberculin skin testing, the last annual results may be recorded for first test and the current test may be recorded for second test.

  **First Test:**
  Date given: ___/___/____ time: ___ Date Read: ___/___/____ time: ___ Results: _____mm
  Negative □ Positive (chest x-ray required) □
  Provider Signature: ____________________________

  **Second Test:**
  Date given: ___/___/____ time: ___ Date Read: ___/___/____ time: ___ Results: _____mm
  Negative □ Positive (chest x-ray required) □
  Provider Signature: ____________________________

- Quantiferon TB Gold Blood Test
  Results: Date of test: ___/___/____
  Negative: □ Positive (chest x-ray required): □ Indeterminate (requires Mantoux): □ Provider Signature: ________________

- Chest X-Ray (Required if Tuberculin skin test or Quantiferon TB Gold test is positive)
  Date of chest x-ray: ___/___/____ Normal: □ Abnormal: □
  Provider Signature: ____________________________
Physical examination

A complete list of essential functions required for the program may be found in the student’s program handbook. Academic capabilities may be documented through other means; however, the student’s physical and mental ability to perform the following essential functions requires validation through a comprehensive assessment by the health care provider.

Frequency:  
O = Occasionally (1-33%)  
F = Frequently (34-66%)  
C = Constantly (67-100%)

<table>
<thead>
<tr>
<th>Function</th>
<th>Program-Specific Examples (Not all inclusive)</th>
<th>Frequency</th>
<th>Specify Accommodations</th>
<th>Health Care Provider Initials</th>
</tr>
</thead>
</table>
| GROSS MOTOR SKILLS  | **Coordination:** ability to coordinate small and large muscle groups to provide safe and effective care including transfers, gait training, and positioning with appropriate levels of assistance to patient  
**Balance:** exceeding ordinary body equilibrium: Required balance at a level to stabilize self and patient during level and grade surfaces with accommodation to patient loss of balance in various positions, e.g. standing, sitting  
**Crouching:** (bending down in a squatting position) – maintained greater than five (5) minutes at any one time and repetition greater than two (2) times per minute: ability to access patient, equipment and for completion of patient care techniques  
**Bending at waist:** Maintain bending for greater than five (5) minutes at any one time, repetition of bending motion greater than two (2) times per minute; ability to access patient, equipment and for completion of patient care techniques | C         |                        |                              |
<p>| FINE MOTOR SKILLS   | <strong>Dexterity:</strong> ability to seize, hold, and turn an object in one’s hand; ability to perform pinch type activity of one’s fingers; Reaching: ability to extend arms out of base of support to obtain objects and to assist patient in treatment activities; Repetitive motion behaviors: to assign patient care techniques used frequently during an individual patient care treatment session and cumulatively for a specific patient population. |            | C                      |                              |</p>
<table>
<thead>
<tr>
<th>Function</th>
<th>Program-Specific Examples (Not all inclusive)</th>
<th>Frequency</th>
<th>Specify Accommodations</th>
<th>Health Care Provider Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL ENDURANCE</td>
<td><strong>Sitting:</strong> 2 to 8 hours per day: required for periods of documentation, scheduling, and patient care techniques;  <strong>Standing:</strong> 2-8 hours per day: required for periods of documentation and patient care techniques;  <strong>Kneeling</strong> (resting body on knees): greater than five (5) minutes at any one time and repetitive kneeling greater than two (2) minutes at any one time</td>
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<td>C</td>
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</table>
| PHYSICAL STRENGTH |  **Heavy:** Exerting 50 to 100 lb of forces occasionally and/or up to 30 lb of force frequently (50 to 74% of time);  **Medium:** Exert 20 to 50 lb of force occasionally and/or up to 15 lb of force frequently.  
  **Lifting:** Must independently be able to lift 50 lbs; ability to lift frequent loads such as resistance training weights for exercise, lifting of patient during transfer and training activities, floor (fall) recovery, maneuvering of necessary equipment for patient care | C         |                         |                             |
| MOBILITY         |  **Walking:** on level and graded surfaces of any distances (greater than 1 mile per day); ability necessary for gait training patients, daily routine of movement within facilities, facility and patient type specific assistance with mobility tasks  
  **Climbing stairs:** Carrying a load >10 lb, climbing frequency >25 times per day - required for stair and curb gait training with assistance of patient supporting at times greater than 10 pounds of patient load, frequency dependent upon patient population and facility setting  
  **Crawling:** for access to patient, equipment and completion of patient care techniques | C         |                         |                             |
<table>
<thead>
<tr>
<th>Function</th>
<th>Program-Specific Examples (Not all inclusive)</th>
<th>Frequency</th>
<th>Specify Accommodations</th>
<th>Health Care Provider Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEARING</td>
<td>Hear normal, faint, and adapted speaking levels for person-to-person and augmentative communication devices; Hear faint body sounds (e.g., blood pressure, respiratory, and heart beat sounds); Hear in situations when not able to see lips (e.g., when masks are used); Hear auditory signals from modalities and emergency equipment and safety signals.</td>
<td>C</td>
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<tr>
<td>VISUAL</td>
<td>See objectives directly or through peripheral vision for observation of patient body mechanics, gait assessment, exercise quality, review of written and computer generated documentation, and observation of patient condition/tolerance including procedures of vital signs (near and far acuity and recognizing color discrimination).</td>
<td>C</td>
<td></td>
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<tr>
<td>TACTILE</td>
<td>Feel vibrations (e.g., palpate pulses); Detect temperature (e.g., skin solutions)</td>
<td>C</td>
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<tr>
<td></td>
<td>Feel differences in surface characteristics, sizes and shapes (e.g., skin turgor, rashes, palpate vein, identify body landmarks)</td>
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<td></td>
<td>Detect environment temperature (e.g., check for drafts)</td>
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<tr>
<td>SMELL</td>
<td>Detect odors from client and environment (e.g., foul smelling drainage, alcohol breath)</td>
<td>C</td>
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<tr>
<td></td>
<td>Detect smoke, gases or noxious smells etc.</td>
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</tr>
<tr>
<td>COMMUNICATION</td>
<td>Regular communication with patients, caregivers, family members, peers, and other medical professionals in simple, complex and technical language. Proficient to speak and understand English to engage in verbal, two-way communication with others of a variety of social, emotional, cultural and intellectual backgrounds. Discern and interpret nonverbal communication</td>
<td>C</td>
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<tr>
<td></td>
<td>Comprehension of written language of basic, technical, professional material</td>
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<td></td>
</tr>
<tr>
<td>Function</td>
<td>Program-Specific Examples (Not all inclusive)</td>
<td>Frequency</td>
<td>Specify Accommodations</td>
<td>Health Care Provider Initials</td>
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<td>-------------------------------</td>
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<tr>
<td><strong>EMOTIONAL STABILITY</strong></td>
<td>Work with frustrating situations Manage and function emotionally manage emotional and cognitive response to various health and cultural situations Counsel, recommend, guide, or caution others in the role of PTA; Work under time pressures: rush or urgent deadlines Establish therapeutic boundaries Handle strong emotions (e.g., grief)</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL PROCESSES</strong></td>
<td>Exposure to vibration: ability to tolerate participation in modalities: ultrasound, electrical stimulation, and whirlpool equipment Exposure to moving parts, electrical current, chemical: ability to safely participate in isokinetic testing and training, modality, equipment Exposure to risks to respiratory system, skin, or allergies: ability to participate in treatment and patient care during modalities, massage, certain patient populations (diagnoses) and wound care products Personal protective equipment (PPE): Ability to follow standard precautions with proper use of rubber gloves, gown, goggles, masks, etc.</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERSONAL RESPONSIBILITIES</strong></td>
<td>Traveling: ability to access appropriate facilities and/or patients for provision of therapy services Reaction to Emergencies: ability to respond to medical emergency situations including auditory notification of emergency signals, cardiopulmonary resuscitation procedures Supervision: ability to perform duties under the required level of supervision for the status of a physical therapist assistant (student, graduate with temporary license, and licensed/certified PTA) and ability to provide aide and supportive staff supervision under the requirements of a licensed/certified PTA</td>
<td>C</td>
<td></td>
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</tr>
</tbody>
</table>

*Note: Students with disabilities requiring accommodations must meet with the College Disabilities Support staff.*
<table>
<thead>
<tr>
<th>To be completed by the Healthcare Provider (physician, licensed physician assistant or advanced registered nurse practitioner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have reviewed the student’s immunity status documentation and verified this information to be accurate, including initiation of immunization series.</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>I have reviewed results of TB screening and verify that the student is free of active tuberculosis.</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>I have reviewed the essential functions with the student, and based on my assessment I have not identified any physical or mental limitations that would prevent the student from performing the essential functions described above.</td>
</tr>
<tr>
<td>Yes ☐ No ☐  (If no, please explain)</td>
</tr>
</tbody>
</table>

Provider Name/ Credentials: ____________________________
Signature: ____________________________________________
Date: ____________________________  Provider phone: ________________

<table>
<thead>
<tr>
<th>To be completed by the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not have any physical or mental limitations that would prevent me from performing the essential functions described above.</td>
</tr>
<tr>
<td>Signature: ____________________________________________</td>
</tr>
<tr>
<td>Date: ____________________________</td>
</tr>
</tbody>
</table>
Student Name: _____  Student ID: C ________
I understand that as a student in a health program, there is increased risk of acquiring Hepatitis B virus (HBV), Measles, Mumps, Rubella, Tetanus, Diphtheria, Varicella (Chicken Pox), influenza, and/or Tuberculosis infection due to potential occupational exposure to blood or other infectious materials. It has been recommended that I be immunized with vaccine for these illnesses. However, I decline these immunizations at this time. I understand that by declining vaccination, I accept the risks involved and I will not hold Ivy Tech Community College, classmates or the clinical facility responsible for the consequences of my decision.

I understand that certain course activities and affiliated clinical sites may refuse or prevent students the right to participate in hands-on contact with clients or patients if they are not vaccinated and/or provide documentation of immunization for the above mentioned communicable diseases. Depending on specific clinical affiliating agency requirements, declining immunization may prevent the student from participating in clinical coursework and may require withdrawal from the program.

I understand that the purpose of providing in-class hands-on laboratory activities and clinical experiences is to assist students in the understanding and application of course content, ultimately providing a sufficient foundation to prepare the student for degree completion and subsequent certification or licensing examination. Ivy Tech cannot guarantee that a student who has not participated fully in these hands-on activities will be fully prepared to do the same. Ivy Tech cannot guarantee that any student will pass a certification or licensing exam, or become employed in the field.

I have discussed the implication of this decision with my healthcare provider as indicated by the signature on this form.

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Purpose of Declination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Preference</td>
<td>Medical Contraindication</td>
</tr>
<tr>
<td></td>
<td>Expected Duration of Medical Contraindication</td>
</tr>
</tbody>
</table>

Healthcare Provider Signature_________________________ Date ______
Student Signature_________________________ Date ______
Consent for Participation and Liability Release

Physical Therapist Assistant (PTA) educational programming requires that students actively engage in activities that enhance learning and build knowledge and skills. As such, students are required to participate in various opportunities of learning, including laboratory activities, patient simulation experiences and practicum’s as the patient, Physical Therapist Assistant, and/or another member of the patient care team (e.g. caregiver or aide), exercise participation and clinical affiliations as a Student Physical Therapist Assistant. These activities are provided under the supervision of the credentialed instructor(s) pursuant to Ivy Tech Community College (ITCC) Policies and Procedures and the educational requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE).

Students are instructed in the correct procedures, safety guidelines, and methodology to actively participate in these experiences. Students are also made aware of the general and specific consequences of participation, including but not limited to: falls, injury, and exposure to disease. Although these and other risks are greatly reduced through the instruction and supervision provided during the PTA Program, there still remains risk of participation that requires students to maintain active vigilance in safety procedures, e.g. proper body mechanics, use and application of modalities, etc.

I, ____________________________ (print name) hereby agree to the following:

I understand that participation in the Physical Therapist Assistant (PTA) educational programming includes inherent risks with my required participation in various coursework activities. I am fully aware of the risks and hazards involved in such activities. I represent and warrant that I am physically fit and I have no medical condition that would prevent my full participation in these activities. I understand that it is my responsibility to consult with a physician prior to and regarding my participation in these course activities. If I have any existing medical condition, I have been cleared by my doctor to participate in the activities of the Physical Therapist Assistant (PTA) educational programming.

I understand that these activities may require touch for completion of tasks of simulated treatment by peers and/or instructor(s) and that the need for such contact will be explained by the instructor(s). I understand that it is my responsibility to discuss with the instructor(s) any concerns regarding these and all activities prior to participating. I understand that lack of participation can detrimentally affect my course grade, continuation in a course, acceptance into the PTA Program, or continuation in the PTA Program as related to the activity and the educational requirements of CAPTE.
In signing this Consent for Participation and Liability Release, I hereby affirm that I have fully read the above statements of this two-page document and understand the inherent risks involved with participation in the Physical Therapist Assistant educational program at Ivy Tech Community College – Northwest. I understand that I am personally responsible for my safety while participating in the PTA educational program and therefore, myself, my heirs or legal representatives forever release from liability, waive, discharge and covenant not to sue Ivy Tech Community College, instructors, and its agents for any injury or death occurring in the pursuit of my knowledge and skills during the PTA educational programming. I understand that my refusal to sign this Consent for Participation and Liability Release may prevent me from continuing in PTA coursework or program.

I have read the Consent for Participation and Liability Release and fully understand its contents. I voluntarily agree to the terms and conditions stated.

Participant’s Name (Print)

__________________________________________
Participant’s Signature                     Date

__________________________________________
Legal Guardian (if applicable)               Date
Student Life Activity/ Trip Sign-up Form

Today’s date: _____________________ Date of activity/ trip: _____________________

Activity/ event you are signing up for: ____________________________________________

Name: ___________________________ C#: ____________________________

Ivy Tech Student  Ivy Tech Staff/ Faculty  Guest: of student or staff/faculty

Campus: ___________________________ E-mail: @ivytech.edu

Cell Phone: ________________________  Home Phone: ____________________________

- FEES: If there is a fee involved, take this form to your campus Finance Office and pay your fee by the deadline. If no fee is involved, turn it in to your campus Student Life staff. If a reduced fee is involved, reduced fees are for Ivy Tech students only. However, not all activities/trips will be offered at a reduced cost to students. Faculty, staff and any guests must pay the full cost of any activity/trip. Fees paid are non-refundable. On occasion, there are extenuating circumstances, in which case the regional Director of Student Life, Development & Leadership must grant approval of a refund.

- Student Life activities and trips are open to Ivy Tech students first. Faculty, staff and guests may be placed on a reserve list and notified after the student deadline if space is available, depending on the activity.

- You are representing Ivy Tech Northwest. You are expected to conduct yourself in a professional manner at all times. Foul language and unruly behavior will not be tolerated.

- You are responsible for your own behavior at all times. You are strongly discouraged from behaving in any unruly, problematic, disruptive or illegal manner. Should you choose to ignore this and find yourself in trouble with any entity, including the law, Ivy Tech will not be responsible. You will be held solely responsible for your own behavior.

- Any student who does not abide by the above will no longer be permitted to participate in any extra-curricular activities during their tenure at Ivy Tech Northwest, and may face disciplinary action depending on the seriousness of the offense.

I, ____________________________, acknowledge that my participation in this school-related event, trip and/or activity is voluntary and that Ivy Tech Community College of Indiana is not responsible for damages or theft to my property while participating in this activity/trip. I further understand that I do hereby fully and irrevocably release, waive and discharge Ivy Tech Community College of Indiana, its trustees, officers, employees, volunteers, agents and assigns from and against any loss, damages, costs, claims or expenses arising from any actual or claimed death or injury to any person or actual or claimed damage to property, whether owned by me, Ivy Tech Community College of Indiana, or third parties, including loss of use, that actually or allegedly results from my conduct, by act or omission, relating to my participation in said event, trip or activity. In addition, I understand that my photo may be taken at this event, which then becomes the property of the college and may be used for marketing purposes. I waive all claims for compensation or damages based upon the use of my image by the College.

I HAVE READ AND I UNDERSTAND THE ABOVE STIPULATIONS AND THIS RELEASE AND AGREE TO BE BOUND BY ITS TERMS AND CONDITIONS.

Signature: ___________________________ Date: ___________________________

Finance Office: The above named person paid the amount of $ _________ for the above named activity/or event and is paid in full.

Signature of Finance Office Staff  Date

STUDENT LIFE ACTIVITY/ TRIP SIGN-UP

Last revision: 1/17/2013

Page 66 of 74
PHOTO/VIDEO RELEASE FORM

Please read each statement – Complete the required information next to the desired request

I hereby give permission for my images, captured during Physical Therapist Assistant Program activities through video, photo, and digital camera, to be sued solely for the purposes of Ivy Tech Community College promotion material, publications, and educational activities, and waive any rights of compensation or ownership thereto.

Name of participant (please print) ______________________________ Age: ______

Name of Parent/ Guardian (if applicable - please print): __________________________

Signature of Participation (Guardian) ______________________________

Date: __________________________

I hereby choose to participate in recording procedures necessary for class participation and learning with electronic media held within the PTA Program offices. I choose not to participate in recording procedures with regard to promotional and/or educational activities as designated by the PTA Program representatives.

Name of participant (please print) ______________________________ Age: ______

Name of Parent/ Guardian (if applicable - please print): __________________________

Signature of Participation (Guardian) ______________________________

Date: __________________________
PTA Program – Authorization to Release Academic and/or Health Information

I authorize the Program Chairperson or designated representative of the PTA Program of Ivy Tech Community college – Northwest to release information concerning my performance while enrolled in the PTA Program and as a graduate of the PTA Program according to the requirements and limitations set forth by the Family Education Rights and Privacy Act (FERPA) and the Health Information Portability and Accountability Act (HIPAA) as appropriate for the information required.

This information may be released to prospective clinical affiliation sites as necessary for placement and to prospective employers to whom I have given the Program Chairperson or instructor as a reference.

This information may be given by phone, letter, or electronic communication where appropriate privacy safe guards are intact (e.g. confidential email system).

Signature of Student ___________________________   Witness Signature ___________________________

Date ___________________________   Date ___________________________
Standards of Ethical Conduct for the Physical Therapist Assistant
HOD S06-09-20-18 [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.

Standards

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 or 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
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.
Having chosen to pursue a career as a licensed/certified Physical Therapist Assistant (PTA), I am aware of the integrity, honesty, trustworthiness, benevolence, and altruism expected of me. With this document, I have received the Standards of Ethical Conduct for the Physical Therapist Assistant. I am aware that due to the characteristics expected of me as a licensed/certified PTA, the Ivy Tech Community College Physical Therapist Assistant Program of the Northwest region expects these same characteristics of me as an accepted student to the program. As such, I acknowledge that behaviors unbecoming of a licensed/certified Physical Therapist Assistant are therefore unbecoming of me as a student in this program.

I am aware that any form of cheating and/or dishonesty in the program is unacceptable behavior. These behaviors include (and are not limited to) acquiring answers to any test/assignment other than my individual efforts, sharing information with any current or subsequent students of the program, filling in answers to tests during a review and/or grading of a test after the test has been submitted, using any specific devices for acquiring information and/or recalling information (such as recorders or any kind – audio or visual), committing plagiarism of any published or unpublished works (including current or past students of the program).

Such behaviors noted by faculty and/or staff of the Ivy Tech Community College, Physical Therapist Assistant Program, Guest Lecturers, other individuals representing the Physical Therapist Assistant Program, and/or students of the Physical Therapist Assistant Program will be investigated. Students who are found to have behaved in a manner unbecoming of a Physical Therapist Assistant will be summarily dismissed from the Physical Therapist Assistant Program. Students dismissed will no longer have the opportunity to return to repeat any coursework. Students will not be allowed the opportunity to work directly with patients, responsible for their lives, futures, finances, and safety.

Prior to signing this document, it has been made expressly clear the expectations of me during the entirety of the program through the information provided in the Information Packet for application, the PTA Student Handbook, the ITCC Student Handbook, and this document. I am also aware that unbecoming behavior will result in dismissal from the program without ability to return.

<table>
<thead>
<tr>
<th>Student Name (Printed)</th>
<th>Student Name (Signature)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Witness Name (Printed)</td>
<td>Witness Name (Signature)</td>
<td>Date</td>
</tr>
<tr>
<td>Program Chairperson (Printed)</td>
<td>Program Chairperson (Signature)</td>
<td>Date</td>
</tr>
</tbody>
</table>

Remove this form from the Student Handbook and submit form. This form will be maintained in the student file in the PTA Program office.
I acknowledge that I have read the policies and procedures set forth in this handbook regarding technology and I agree to abide by the policies and procedures as stated. Furthermore, I understand the consequences of actions that are taken that do not coincide with the requirements of this policy. I am prepared to represent myself, the program, and the college appropriately. I fully understand my responsibilities with regard to technology use while in PTA Program courses/activities. I fully understand the requirements of me with regard to postings in any college or outside source with regard to the college, program, staff, faculty, and students. Signing this document confirms full responsibility for my actions and the necessary repercussions for them.

Printed Name

Signature

Date

Remove this form from the Student Handbook and submit form. This form will be maintained in the student file in the PTA Program office.
PTA Student Pledge of Commitment

I acknowledge that I have read the policies and procedures set forth in this handbook and I agree to abide by the policies and procedures as stated. Furthermore, I understand the commitment necessary to be successful for the program and in signing this document confirm my willingness to strive to put forth the necessary effort for success.

_________________________________________
Printed Name

_________________________________________
Signature

_________________________________________
Date

Remove this form from the Student Handbook and submit form. This form will be maintained in the student file in the PTA Program office.