



Guide to Admissions And Student Handbook

Sellersburg Region
2022-2023

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*The information contained in this document is subject to change without notice. Every attempt will be made to keep this guide current and accurate.

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Letter From the PTA Program Chair

Dear Prospective PTA Student,

Thank-you for your interest in our PTA Program here at Ivy Tech Sellersburg!

We hope that this Guide to Admissions and Student Handbook is helpful as you work through the PTA Program prerequisite requirements and limited enrollment application process, as well as, during your time in the technical program.

Please also refer to information posted on the PTA Bulletin Board outside of the PTA Offices and Lab (Ogle Hall 242 and 245) and plan to attend one of our informational meetings (dates and times available throughout fall and spring semesters). Additional information about our program is also available via the Ivy Tech website:

<http://www.ivytech.edu/physical-therapist-assistant/index.html>

We are here to assist in any way possible, please feel free to contact us if you have any additional questions.

Sincerely,

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The content, policies and procedures included in this handbook have been reviewed and approved by the PTA Program Chair and Dean of Health Sciences.

_____ *Emily Smith PT, DPT* _____
Emily Smith, PT, DPT
PTA Program Chair

_____ *6/13/2022* _____
Date

_____ *Dr. Lacie Couzin* _____
Dr. Lacie Couzin
Dean School of Health Sciences

_____ *6/13/2022* _____
Date

Role of a Physical Therapist Assistant (PTA)

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

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

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

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

Source: <http://www.apta.org/PTACareers/RoleofaPTA/>

Physical Therapist Assistant Program Overview

The Physical Therapist Assistant (PTA) Program prepares students for assistant roles within the profession of physical therapy. It has been designed to give the student a well-rounded education, in addition to the technical skills required for a career as a physical therapist assistant. The curriculum is designed with classroom, laboratory, and clinical experiences in order for students to gain the knowledge and skills necessary to provide physical therapy services in the role of a licensed physical therapist assistant following graduation and passing the National Physical Therapist Assistant Examination.

The PTA program requires five (5) semesters to complete. The curriculum consists of sixty-nine and one half (69.5) required credit hours, including twenty-five (25) general education credits and forty-four and one half (44.5) technical core credits.

These 44.5 technical core credits include 30 credits from lecture/demonstration/ laboratory classes and 14.5 credits from clinical classes. PTAS 101, PTAS 102, PTAS 103, PTAS 106, PTAS 107, PTAS 201, PTAS 202, PTAS 217, and PTAS 224 include lecture with or without lab. PTAS 115, PTAS 205, and PTAS 215 make up the 14.5 clinical credits, comprising 680 contact hours over 17 weeks.

Students must be enrolled in or have successfully completed Anatomy and Physiology I (APHY 101), Anatomy and Physiology II (APHY 102), English Composition (ENGL 111), Physical Science (SCIN 111), and Introduction to the Physical Therapist Assistant (PTAS 101) prior to making application to the PTA Program.

Applications are moving online effective for the Spring 2020 application cycle. Due dates will be communicated via the PTA Program website. Spring application is required to begin the technical program the fall semester of the same year. Applicants will be notified of admission status following online application. Exact dates will be communicated upon application. It is the responsibility of the applicant to ensure that the PTA office has their most up to date contact information.

Once admitted the student will be required to attend an advising meeting in late June (date/time sent in acceptance communication) to register for classes and for distribution of information regarding required background checks, drug screen, physical exam, immunizations and CPR certification.

The admitted student will also be required to attend a full day orientation to the program in August prior to the start of classes (date/time sent in acceptance letter).

Please Note:

- The PTA Program credits and/or graduation do not guarantee entry into a Physical Therapist program
- The PTA Program is a full-time program and is currently available at the Sellersburg campus, with most prerequisites (with the exception of PTAS 101) available at other Ivy Tech campuses

- Day classes are available to students throughout the three technical curriculum semesters. The three-week clinical at the end of second technical semester, and the final or fourth technical semester of clinicals are full-time commitments, as these clinical internships require regular eight-hour days, five days per week. Exact hours will correspond to the clinical instructor's work schedule
- Students must take and pass a national licensure examination prior to practicing as a PTA

Students are encouraged to contact the Advising Center, attend regularly scheduled PTA Program general advising/information sessions, or contact the PTA Program office directly for advising purposes to ensure they are placed in all required courses prior to application. Students are encouraged to register VERY early for PTAS 101, ENGL 111, SCIN 111 and APHY 101 and 102, as these classes have limited seating and fill quickly.

Accreditation, Degree, Licensure

Ivy Tech Community College, Sellersburg, Indiana, is accredited by the North Central Association of Colleges and Schools. The Associate of Science (AS) degree in Physical Therapist Assistant is awarded upon successful completion of the required 25 general education credits and 44.5 technical course credits.

For graduates to sit for any state certification or licensure examinations, the PTA Program must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email accreditation@apta.org; website: <http://www.capteonline.org>.

To contact the program or institution directly, contact Emily Smith PT, DPT, PTA Program Chair at 812-246-3301 ext. 4290 or esmith782@ivytech.edu.

Diversity Statement

Ivy Tech Community College is committed to a diverse and inclusive educational environment that extends beyond tolerance to respect and affirms human difference. Therefore, diversity, as defined by Ivy Tech, includes, but is not limited to, differences in race, ethnicity, religious beliefs, regional and national origin, color, gender, sexual orientation, socioeconomic status, age, disability, and political affiliation. By encouraging free and open discourse, providing educational opportunities within and outside its classrooms, and intentionally recruiting and retaining a diverse assembly of students, faculty and staff, the college endeavors to graduate culturally literate individuals who will make positive contributions to a local, national, and global society.

Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College provides open admission, degree credit programs, courses and community service offerings, and student support services for all protected classes – race, religion, color, sex, ethnicity, national origin, physical and mental disability, age, marital status, sexual orientation, gender identity, gender expression, veteran or military status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/ affirmative action institution. For more information review the Student Equal Opportunity, Harassment, and Non-discrimination Policy and Procedures at: https://docs.google.com/document/d/1_tEgc3NcKFTkromsQBpvOHFzzWZiJgRHhrU1nwsAR4g/preview.

Disabled Students

A form describing essential functions performed by physical therapist assistants is included in this document and the program application. Students are required to demonstrate proof of performance of these essential functions or demonstrate ability to perform with reasonable accommodations prior to acceptance into the PTA program. This will be addressed in the PTAS 101 course.

Support Services will aid disabled students with career planning, financial aid, personal counseling, and placement. The College staff works with the Department of Vocational Rehabilitation and other service agencies to assist physically and psychologically impaired students through available local community resources. For more information please contact the Director of Disability Services for the Sellersburg campus at 812-246-3301.

Title IX

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>. If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who

harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

U.S. Immigration and Nationality Act

The Indiana Public Licensing Agency (IPLA) has recently taken a position that may preclude visa holding or otherwise undocumented students from sitting for certification/licensure within Indiana. Students should seek their own legal counsel in these matters. The expectations U.S. Immigration and Nationality Act are found in the Federal Regulation 8 of the U.S.C.; Section 1641:

Federal Regulation: 8 U.S.C. Section 1641: The U.S. Immigration and Nationality Act 2018 Amendment

(A) IN GENERAL

Except as otherwise provided in this chapter, the terms used in this chapter have the same meaning given such terms in section 101(a) of the Immigration and Nationality Act [8 U.S.C. 1101(a)].

(b) Qualified alien:

For purposes of this chapter, the term “qualified alien” means an alien who, at the time the alien applies for, receives, or attempts to receive a Federal public benefit, is—

- (1) an alien who is lawfully admitted for permanent residence under the Immigration and Nationality Act [[8 U.S.C. 1101](#) et seq.],
- (2) an alien who is granted asylum under section 208 of such Act [[8 U.S.C. 1158](#)],
- (3) a refugee who is admitted to the United States under section 207 of such Act [[8 U.S.C. 1157](#)],
- (4) an alien who is paroled into the United States under section 212(d)(5) of such Act [[8 U.S.C. 1182\(d\)\(5\)](#)] for a period of at least 1 year,
- (5) an alien whose deportation is being withheld under section 243(h) of such Act [[8 U.S.C. 1253](#)] (as in effect immediately before the effective date of section 307 of division C of Public Law 104–208) or section 241(b)(3) of such Act [[8 U.S.C. 1231\(b\)\(3\)](#)] (as amended by section 305(a) of division C of Public Law 104–208),
- (6) an alien who is granted conditional entry pursuant to section 203(a)(7) of such Act [[8 U.S.C. 1153\(a\)\(7\)](#)] as in effect prior to April 1, 1980; [[1](#)] or
- (7) an alien who is a Cuban and Haitian entrant (as defined in section 501(e) of the Refugee Education Assistance Act of 1980).

Financial Aid

Ivy Tech Community College offers various types of financial assistance to students who need assistance to continue their education. The Office of Financial Aid will help with information concerning student aid programs. Eligibility for most of the financial aid at Ivy Tech Community College is based upon demonstrated need of the student. In addition, students must also: 1) be accepted for admission to the College in an eligible program, 2) be at least a half-time student, and 3) maintain satisfactory standards of progress. For further information on any financial aid or standards of progress, please refer to the Financial Aid Office or the Ivy Tech Community College website. Some agencies providing financial aid to students require periodic progress and attendance reports. Students are responsible for obtaining the appropriate form. Only the course instructor or the instructor's designee will sign the form.

Physical Therapist Assistant Program

Program Description

The Associate of Science in Physical Therapist Assistant may be used as an entry point into a career in rehabilitation, or to provide supplemental skills and additional authority to treat patients and to make treatment decisions for individuals who already have a background in medical treatment and/or rehabilitation.

The curriculum is designed with the classroom, laboratory, and clinical experience for graduates to gain the knowledge and skills necessary to provide physical therapy services in the role of a Licensed Physical Therapist Assistant. The technical core of the curriculum is designed to allow graduates to become clinical problem solvers, rather than exclusively treatment providers.

Program Outcomes

Upon completion of the Physical Therapist Assistant program, the student will:

- Demonstrate critical and creative thinking.
- Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
- Recognize and understand social, political, civic, and environmental responsibilities relative to our society.
- Apply basic scientific concepts in a variety of settings.
- Communicate effectively in written, oral and symbolic forms.
- Exhibit quantitative literacy.
- Apply ethical reasoning.
- Practice confidentiality, perform within ethical and legal boundaries, practice within the scope of education, and exercise efficient time management in patient care.
- Integrate knowledge of clinical theory by utilizing infection control, assisting the physical therapist, and performing delegated procedures.
- Apply a comprehensive treatment plan developed by a physical therapist.
- Integrate and participate in timely communication, systematic healthcare delivery, and application of knowledge and skills through patient care and education.
- Practice appropriate assessment and measurement techniques to assist the supervising physical therapist in monitoring and modifying the plan of care within the knowledge and limits of practice.
- Demonstrate interaction with patients and families in a manner that provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- Demonstrate application of physical therapy skills for other health care providers, patients, and families.
- Design appropriate documentation for relevant aspects of patient treatment.
- Apply the principles of the physical therapy profession to personal and professional growth.

Program Mission

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is an affordable program to prepare students (regardless of race, gender, religion, national origin, sexual orientation, marital status, age, physical or mental disability, or veteran status), who have the necessary talent and inclination, in an Associate degree curriculum leading to a successful career as a Physical Therapist Assistant. The program seeks to develop dedicated, honest individuals who value excellence, diversity, compassion, human interaction, love of learning and stewardship, and who will serve the larger community of South Central Indiana through provision of rehab services.

Program Vision

Graduates of the Ivy Tech Physical Therapist Assistant Program will provide the highest level of therapy services to the community and be the employees of choice of healthcare providers.

Program Philosophy

The program philosophy of curriculum development includes a commitment to coordinated, sequential learning; delineation of the roles and responsibilities of the physical therapist, physical therapist assistant, and the physical therapy aide; an understanding of the changing nature of the profession and health care in general; and an opportunity for exploration of areas of student interest. Additionally, the program philosophy incorporates a commitment to academic and clinical faculty development, with the purpose of enhancing effectiveness of instruction, refining leadership, teaching effectiveness, and interpersonal skills so that the students are prepared to take their place as para-professionals in the field of physical therapy.

Program Goals

The program goal, an extension of the College mission, is to provide students with a quality education, which enables them to be competent physical therapist assistants throughout their careers. The goals are as follows:

1. Graduate competent students into the community who have adopted professional behaviors representative of a physical therapist assistant.
2. Assist students in employment placement before and following graduation.
3. Maintain licensure exam results of graduates equal to or exceeding the national standards.
4. Provide academic and clinical settings, which stimulate student learning.
5. Update, review, or modify curriculum as identified by students, faculty, College administrators, community, and PT/PTA professionals.
6. Maintain state of the art equipment and laboratory facilities.
7. Exemplify and demonstrate the importance of professional membership in the APTA.
8. Ensure that equal educational opportunities are available for all students regardless of race, color, creed, national origin, sexual orientation, age, disability, or marital status.
9. Organize and maintain an advisory committee, which consists of persons who are actively engaged in, or support the practice of physical therapy.
10. Maintain equal or greater than the APTA required two-year average 85% ultimate passage rate on the National PTA Examination.

Program Faculty

The faculty of the Ivy Tech Physical Therapist Assistant Program believe that the role of the teacher is to be a guide and facilitator of learning and, as such, encourage students to assume responsibility for their own learning. The faculty members are dedicated to assisting each student to attain his/her maximum potential by offering the student several options for learning in a structured program. The instructor assists the students to perceive the interconnections between facts, concepts, and principles presented in theory and their clinical application. Meaningful relationships, which are discovered, assist the learner to maximize skills and knowledge in clinical problem solving in the rehabilitation setting. The faculty strive to enhance the student's participation in a cooperative relationship, development of critical thinking, which incorporates use of judgment, and communication techniques.

We believe that learning experiences that consider the student's learning needs and capabilities should be selected and directed by the faculty in cooperation with the student. The student should be assisted to pursue established clinical and theory objectives by utilizing a variety of learning methods suited to their individual learning needs. The faculty, with student participation, evaluate learning based upon prescribed standards of expected behaviors.

PTA Program Chair:

Emily Smith, PT, DPT
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(812) 248-4290

Academic Coordinator of Clinical Education:

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(812) 246-3301 ext. 4537

Full Time Faculty:

Emily Smith, PT, DPT
Shelley Siebert, PT, MPT
Nancy Cox, PTA, MS
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Method of Evaluation/Grading Scale

Students will be evaluated through lecture and laboratory, examinations, assignments, projects, clinical performance, and professionalism. The grading scale for all courses in the PTA program is:

100 – 93%	A
92 – 87%	B
86 – 81%	C
80 – 78%	D
77% and below	F

Any problems or areas of weakness noted by faculty may require counseling and/or remedial work. Per PTA Program Policy regarding safety and competency, any student not demonstrating competency in a laboratory skill will not be permitted to continue with subsequent coursework until competency is demonstrated. If a student is unable to demonstrate competency following remediation the student will be withdrawn from the class. Students must achieve 78% in both lecture and laboratory portions of classes to successfully pass the course.

Criminal Background Check and Drug Screen

The Ivy Tech Community College School of Health Sciences requires Criminal Background Checks and Drug Screens for all School of Health Science students who will participate in clinical education.

All students accepted into the PTA program will be required to complete a Criminal Background Check and Drug Screen, provided by an outside vendor, at the student's expense, within 60 days of receipt of the letter of acceptance into the PTA program. Completion of the screen is a condition of acceptance into the program. Screens must also be completed every year thereafter as a condition of continuing in the program. Failure to do so, by the assigned deadline each year will result in forfeiture of the student's spot in the program.

A clinical facility may request a copy of the background check records. The facility may also require a student to complete an additional background check, which will be at the student's expense. The Criminal Background Check and Drug Screen will be conducted once per calendar year, at a minimum. The college, PTA program, and clinical agencies reserve the right to request more frequent testing, in accordance with college policy.

Before you seek employment as a physical therapist assistant in Indiana, you must take and pass the certification exam administered under the direction of the Indiana Health Professions Bureau. The possibility exists that a person who has been convicted of a crime may not be certified as a health practitioner in the State of Indiana. The Indiana Health Professions Bureau may choose to deny a person convicted of a crime the opportunity to sit for the certification examination even if they have satisfactorily completed the Ivy Tech Community College Associate of Science degree.

Physical Exam and Immunizations

Students are required to complete the necessary physical examinations and immunizations as outlined on the Physical Exam form at their own expense. This will need to be completed prior to their first and second years in the PTA Program. There are no exceptions to this requirement.

Each student is required to have the following in his or her student file at Ivy Tech Community College prior to clinical rotations. Failure to do so will result in failure to attend/complete clinical experiences:

1. A physical exam form completed at the student's expense by a physician of the student's choice, updated yearly.
2. Required laboratory testing
 - 2 Step TB Skin, QuantiFERON Gold, T-Spot test or chest x-ray (annually)
3. Immunization history or titer for:
 - Tetanus-diphtheria
 - Measles, mumps, rubella (MMR)
 - Polio
 - Hepatitis B vaccine series (completed, started or signed waiver)
 - Chicken pox
 - COVID-19
 - Updated influenza vaccine is required by most clinical sites

CPR

Students are required to obtain American Heart Association Health Care Provider CPR certification (BLS) at their own expense. The certification must be through American Heart Association, and current throughout the duration of their time in the program. There are no exceptions to this requirement.

Curriculum: Physical Therapist Assistant Associate of Science

PREREQUISITES (Must be completed by the end of Spring Term for Application)

*PTAS 101	Introduction to the Physical Therapist Assistant
**APHY 101	Anatomy and Physiology I
**APHY 102	Anatomy and Physiology II
**ENGL 111	English Composition
**SCIN 111	Physical Science

****Introduction to the Physical Therapist Assistant (PTAS 101), Anatomy and Physiology I and II (APHY 101 and 102), English Composition (ENGL 111), and Science 111 (SCIN 111) are prerequisites that are necessary to apply for the PTA Program. The remaining general education core classes are required for graduation, but not for application to the program. However, they must be successfully completed prior to the final programmatic spring semester when the student will be in clinical education.**

****GENERAL EDUCATION CORE = 25 CREDITS (Includes APHY 101, 102; ENGL 111; SCIN 111)**

APHY 101	Anatomy and Physiology I	3
APHY 102	Anatomy and Physiology II	3
COMM 102	Intro to Interpersonal Communications	
	OR	3
COMM 101	Fundamentals of Public Speaking	
ENGL 111	English Composition	3
MATH 136	College Algebra	3
PSYC 101	Introduction to Psychology	3
SCIN 111	Physical Science	3
SOCI 111	Introduction to Sociology	3
IVYT 101	First Year Seminar	1

***TECHNICAL CORE = 44.5 CREDITS (Includes PTAS 101)**

PTAS 101	Introduction to the Physical Therapist Assistant	3
PTAS 102	Diseases, Trauma and Terminology	3
PTAS 103	Administrative Aspects of the PTA	3
PTAs 106	Treatment Modalities I	5
PTAS 107	Kinesiology	5
PTAS 115	Clinical I	2.5
PTAS 205	Clinical II	6
PTAS 201	Treatment Modalities II	3
PTAS 202	Treatment Interventions for Special Populations	2
PTAS 215	Clinical III	6
PTAS 217	Treatment Modalities III	5
PTAS 224	Current Issues and Review	1

+TOTAL DEGREE = 69.5 CREDITS (General Education Core + Technical Core)

+The College and PTA Program reserve the right to revise these requirements at any time.

General Education Requirements

COMM 102 - INTRODUCTION TO INTERPERSONAL COMMUNICATION - 3 credits

Focuses on the process of interpersonal communication as a dynamic and complex system of interactions. Provides theory, actual practice, and criticism for examining and changing human interactions in work, family, and social context. Includes topics such as perception, self-concept language, message encoding and decoding, feedback, listening skills, conflict management, and other elements affecting interpersonal communication.

OR

COMM 101 – FUNDAMENTALS OF PUBLIC SPEAKING - 3 credits

Introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology.

ENGL 111 - ENGLISH COMPOSITION: STRATEGIES FOR INQUIRY - 3 credits

Designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

MATH 136 – COLLEGE ALGEBRA - 3 credits

Presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, absolute value equations and inequalities, rational fractions and exponential and logarithmic functions.

PSYC 101 - INTRODUCTION TO PSYCHOLOGY - 3 credits

Surveys behavior and cognitive processes as they affect the individual. The course focuses on biological foundations, learning processes, research methodologies, personality, human development, social, personality, and abnormal psychology.

SOCI 111 - INTRODUCTION TO SOCIOLOGY - 3 credits

Introduces students to the major theoretical paradigms of the science of human society, including fundamental concepts, descriptions, and analysis of society, culture, socialization processes, social institutions, social change, social stratification and the application of this understanding to everyday living.

IVYT XXX – First Year Seminar - 1-3 credits

Life and Physical Sciences Requirements

APHY 101 - ANATOMY AND PHYSIOLOGY I - 3 credits

Develops a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. Introduces students to the cell - which is the basic structural and functional unit of all organisms - and covers tissues, skeleton, muscular and nervous systems as an integrated unit. Includes labs.

APHY 102 - ANATOMY AND PHYSIOLOGY II - 3 credits

Continues the study of the inter-relationships of the systems of the human body. Introduces students to the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Includes labs.

SCIN 111 - PHYSICAL SCIENCE - 3 credits

Introduces physical concepts and theories pertaining to current applications and trends in physics. Basic concepts in chemistry, earth science and astronomy will also be illustrated. Emphasis concepts and applications.

Health Sciences Requirements

PTAS 101 – INTRODUCTION TO THE PHYSICAL THERAPIST ASSISTANT - 3 credits

Explores the history and concepts of physical therapy, physical therapist assisting and rehabilitative medicine. Introduction to the 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.

PTAS 102 - DISEASES, TRAUMA AND TERMINOLOGY - 3 credits

Explores diseases and trauma which necessitate physical therapy for the client. Medical terminology, anatomy, physiology, psychology, and physics related to these conditions are discussed, along with instrumentation, implants and fixation devices. Provides students with the opportunity to explore their own reaction to illness and disability, and to discuss how to recognize patients' and families' reactions to illness and disability.

PTAS 103 - ADMINISTRATIVE ASPECTS OF THE PHYSICAL THERAPIST ASSISTANT - 3 credits

Addresses the legal and ethical aspects of physical therapist assisting, standards of practice 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 limitations of scope of skills, basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations, policies and procedures.

PTAS 106 - TREATMENT MODALITIES I - 5 credits

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, thermo-therapy, 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 106. Students practice assessments and treatment methods on themselves and one another under the guidance and supervision of the laboratory instructor.

PTAS 107 – KINESIOLOGY - 5 credits

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 innervations of all muscles. The knowledge gained in this course is an integral part of the student's background preparation for the practice of physical therapy.

PTAS 115 - CLINICAL I - 2.5 credits

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.

PTAS 201 - TREATMENT MODALITIES II - 3 credits

Reviews joint structure, muscle origins, insertions, innervations, actions and physiology. Covers normal and abnormal gait, 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.

PTAS 202 – TREATMENT INTERVENTIONS FOR SPECIAL POPULATIONS - 2 credits

Reviews musculoskeletal, integumentary, and vascular systems and diseases and disorders including anatomy, physiology, data collection strategies, and treatment implementation. Covers normal and abnormal gait with review of orthotic recommendation, fit, and training and prostheses recommendation, fit, and training following vascular and/or traumatic amputation. Reviews the application of therapeutic exercise for special populations related to vascular and integumentary system disorders. Discusses general exercise principles and progression for special populations.

PTAS 205 - CLINICAL II - 6 credits

Requires the student to perform in a clinical environment with patients using applications of theories and techniques of PTAS 207 under the guidance of a registered physical therapist.

PTAS 215 - CLINICAL III - 6 credits

Requires the student to perform in a clinical environment with patients using applications of theory and techniques of PTAS 217 under guidance of a registered physical therapist.

PTAS 217 - TREATMENT MODALITIES III - 5 credits

An in-depth approach to therapeutic exercise as performed by the physical therapy 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.

PTAS 224 - CURRENT ISSUES AND REVIEW - 1 credit

Teaches sources of physical therapy research and discusses the recognition of roles and responsibilities of physical therapy assistants. Requires completion and presentation of an independent project. Includes a comprehensive review of the course to prepare the student for certification exam.

PTA PROGRAM TECHNICAL CORE CURRICULUM SCHEMA*

<u>PREREQUISITES – 15 CREDITS (PRIOR TO APPLICATION)</u>		<u>CREDITS</u>
APHY 101	Anatomy & Physiology I	3
APHY 102	Anatomy & Physiology II	3
ENGL 111	English Composition	3
PTAS 101	Introduction to the PTA	3
SCIN 111	Physical Science	3

***The following courses are the Technical Core Courses required by the PTA Program in the sequence they must be taken.**

***Successful completion as outlined in PTA Program Policy and syllabi for each course is required prior to progression within the Technical Curriculum.**

***Any General Education Courses required by the Program that are not completed prior to entering the program will need to be added to this schedule.**

FIRST FALL SEMESTER (TECHNICAL SEMESTER I)

PTAS 107	Kinesiology	5	(weeks 1-16)
PTAS 106	Treatment Modalities I	5	(weeks 1-16)

FIRST SPRING SEMESTER (TECHNICAL SEMESTER II)

PTAS 102	Diseases, Trauma & Terminology	3	(weeks 1-12)
PTAS 103	Administrative Aspects of the PTA	3	(weeks 1-12)
PTAS 201	Treatment Modalities II	3	(weeks 1-12)
PTAS 115	Clinical I (competency testing 1 week/clinical 3 weeks)	2.5	(weeks 13-16)

SECOND FALL SEMESTER (TECHNICAL SEMESTER III)

PTAS 202	Treatment Interventions for Special Populations	2	(weeks 1-16)
PTAS 217	Treatment Modalities III	5	(weeks 1-16)

SECOND SPRING SEMESTER (TECHNICAL SEMESTER IV)

PTAS 205	Clinical II (7 weeks)	6	(weeks 1-7)
PTAS 215	Clinical III (7 weeks)	6	(weeks 8-14)
PTAS 224	Current Issues and Review	1	(weeks 15-16)

Student Expectations

Commitment/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. Most courses are provided during the day; however, students have additional expectations that may require extended periods of attendance, such as open lab requirements and practical examinations.

For clinical courses, students are expected to be available Monday through Friday 7:00am to 8:00pm and occasionally on Saturdays in order to attend clinical full time (40 hours/week). Students are expected to align their schedules with assigned clinical instructors. Students are expected to have the necessary transportation for a clinical that may be one to one- and one-half hours of one-way travel time and potentially in an alternate time zone.

Students are expected demonstrate a commitment to learning, good interpersonal and communication skills, effective use of time, resources and constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management, and 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

Work Statement

Students must be aware of the need for excellent time management if working while in school. Students are expected to attend classes as scheduled with other commitments adjusted as needed. Course requirements are not altered for the working student. Students are advised to limit work and other activities. These activities competing with student attention to the program can cause students to fall behind and to be unsuccessful, which may require dismissal from the program.

Study Time

Considerable study time outside of class is *expected* throughout the program. Students are *expected* to organize their time to include study time to prepare for class, review, and master program information. Students are expected to participate in small and large group study activities and open labs outside the scheduled class periods. Students are provided opportunities through the online communication for each course.

Test-Out Procedures

Policies regarding testing out of courses vary from program to program. A student who wishes to test out of a course should contact the Office of Student Services. A fee is charged for the tests. Points for CLEP or DANTES test out credit are assigned as noted in the PTA Admissions Selection Processes. No PTA courses will be eligible for test-out procedures (See Transfer Students).

Transfer Students

A transfer student is defined as a PTA student in good standing, (see program policy), desiring a transfer from an APTA recognized CAPTE accredited program. A student wishing to transfer who is not in good standing with their current educational institution, as defined by Ivy Tech PTA Program policy, will not be considered. Transfer eligibility will be determined on a case by case basis. Due to varying course sequencing and semester content between PTA programs, this may require the student repeat content. Additionally, the student will be required to demonstrate competency and safety of all content within transferable courses, commensurate with Ivy Tech PTA Program criteria prior to a final transfer decision.

Transportation

All necessary transportation is the student's responsibility and is not provided by the school. Each student should plan to provide his/her own transportation to and from school and clinical facilities, and park in designated areas only. Each individual clinical site will provide instructions regarding parking, and students are expected to comply with parking designations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

Housing

Ivy Tech Community College is a commuter college and does not operate residence halls. However, the Office of Student Affairs may be able to respond to questions concerning housing in the community. Ivy Tech accepts no responsibility for locating, approving, or supervising local student housing.

Liability Statement

Professional liability insurance coverage is provided to all students enrolled in clinical/externship courses within the PTA Program. The limits of liability for the Institutional Professional Liability coverage are \$1,000,000 for each medical incident and \$3,000,000 aggregate. This coverage extends to clinical/externship experience at an institution other than the College when it is a part of the College training program. Each student may obtain additional individual liability insurance.

Career Opportunities and Job Placement

According to www.careerinfonet.org, the Physical Therapist Assistant profession has a favorable outlook as of 2016. The projected growth is “faster than average.” In 2016 the reported national median wage was \$27.21/hour and \$56,610 annually, and the reported median Indiana wage was \$27.07/hour; \$53,610 annually. Nationally there were 5470 projected job annual openings and in Indiana there were 120 projected annual job openings. This represents a growth of 41% between 2014 and 2024.

Physical Therapist Assistants are utilized in many different settings of physical therapy including acute (inpatient/hospital), sub-acute (in-patient/rehab), and long-term care (nursing homes), as well as, outpatient in orthopedic, neurological, vestibular/balance, educational, and pediatric services. Home health care is also an option for more experienced physical therapist assistants.

PTA Program students may be assisted with their employment search by Ivy Tech Career Services, as well as, postings online and on the PTA Program bulletin board. Additionally, throughout the program, for assessment in PTAS 224, students complete a professional portfolio, to assist in their access of employment.

Board Passage Rate

After graduating from an accredited education program, the physical therapist assistant candidate must pass a state administered national examination. This examination can be taken through application to any of the states requiring licensure, including the state of Indiana. Board scores are tabulated by the Federation of State Boards of Physical Therapy and percentile rate standings of the program are provided to the college. Students are encouraged to release scores to the college for accreditation and program purposes. The ratings are available for public viewing through the Federation's website.

National exam pass rates for graduates of the Ivy Tech Sellersburg PTA Program are as follows (per available data):

Graduation Year	Percentage of Graduates taking the exam who passed the national examination	
	Ultimate Pass Rate	First Time Pass Rate
2020	92.9%	85.7%
2021	91.7%	83.3%

Employment Rate

Employment for graduates of the Ivy Tech Sellersburg PTA Program is as follows (per available data):

Graduation Year	Percentage of Graduates seeking employment as a PTA that are employed
2020	100%
2021	100%

Graduation Rate

Graduation rate of the Ivy Tech Sellersburg PTA Program is as follows (per available data):

Graduation Year	Graduation Rate
2020	90%
2021	85.7%

Application and Admissions Process

Admission Requirements

The selection process for Ivy Tech Community College's Physical Therapist Assistant Program is based on the premise that student selection is vital to the maintenance of a strong program. The standards of selection and retention will also contribute to the quality of care administered by graduates of this program. In order to successfully complete this program, students must be self-motivated, dedicated, professional, and have an academic background sufficient to cope with the curriculum.

The PTAS 101 course is offered as a prerequisite in order to introduce the student to the time demands, academic rigor, and level of commitment to learning required for successful completion of the program. A maximum of 24 students will be accepted each year.

Program selection is competitive in nature. Note that compliance with all criteria listed below does not guarantee acceptance; nor does a successful academic record.

1. Meet all admission requirements of the College.
2. Successful completion of 5 prerequisite courses: Anatomy and Physiology I (APHY 101), Anatomy and Physiology II (APHY 102), English Composition (ENGL 111), Physical Science (SCIN 111), and Introduction to the Physical Therapist Assistant (PTAS 101). Science courses must be no older than 5 years.
3. Overall Ivy Tech GPA of 2.5 or above is required to make application.
4. Possess physical health acceptable for performance in the occupation as documented by student signature of PTA PROGRAM ESSENTIAL FUNCTIONS FORM located in application packet.
6. Accepted students must present CPR certification, required health and immunization forms, and completed drug screen and criminal background check in the student's first year.
7. All application materials must be filed with the online application system by the established admissions deadline as communicated on the program website

Candidacy for PTA Program/Admission Process

Upon completion of the prerequisite 15 hours (APHY 101, APHY 102, ENGL 111, SCIN 111, and PTAS 101), or as you near completion, if you have a 2.5 GPA, you can continue to prepare for application to the PTA program.

Ample time should be allowed for completion of all necessary requirements. These include:

1. Complete the application available online following all instructions as indicated.
2. Ensure that the information on your transcript is complete and up to date.

*Only courses that have been approved for transfer by the Registrar and show up on the Ivy Tech transcript will be considered in the admissions process.

**The TEAS test is no longer required for PTA Program Application effective with the Spring 2021 application cycle

3. When your application is complete, submit it online via the instructions provided by the required due date.

Admission Criteria

Students will be objectively evaluated on a numerical scoring basis of 165 total possible points based on points assigned for each criterion. Maximum point values are outlined below. Any tie will be broken using the cumulative GPA (to 2 decimal places)

- | | | |
|----|---|-----------|
| 1. | Grade in Introduction to the Physical Therapist Assistant (PTAS 101) | 60 points |
| 2. | Grade in Anatomy and Physiology I (APHY 101) | 30 points |
| 3. | Grade in Anatomy and Physiology II (APHY 102) | 30 points |
| 4. | Grade in English Composition (ENGL 111) | 15 points |
| 5. | Grade in Physical Science (SCIN 111) | 30 points |
| 6. | Any tie will be broken using the cumulative GPA (to 2 decimal places) | |

Admission Criteria Scoring

Scoring is standardized and is nondiscriminatory to the fullest possible extent. Admission decisions are based on numerical scores assigned to the completed application. Students will be objectively evaluated on a numerical scoring basis based on points assigned for each criterion. An explanation for the scoring values of each of the criteria follows. **Courses must be completed by the end of the spring semester of application to count in the point system for the following fall admission.**

1. Grade for PTAS 101 – Introduction to the Physical Therapist Assistant

The PTAS 101 course is very important. It not only allows the student to become more familiar with the demands of the field, but it gives the faculty the opportunity to observe the student in a hands-on lab situation. This score is worth up to 30 points. A minimum grade of 78% in both lab and lecture portions of the course is required for admission to the program.

A = 60 pts B = 40 pts C = 20 pts D = 0 pts

2. Grade for APHY 101 – Anatomy and Physiology I

This is given weight to reflect the base of knowledge for the PTA curriculum. This score is worth up to 30 points.

A = 30 pts B = 20 pts C = 10 pts D = 0 pts

3. Grade for APHY 102 – Anatomy and Physiology II

This is given weight to reflect the base of knowledge for the PTA curriculum. This score is worth up to 30 points.

A = 30 pts B = 20 pts C = 10 pts D = 0 pts

4. *Grade for ENGL 111 – English Composition

Accurate and legible documentation of clinical tests and therapy performed is an important duty of a physical therapist assistant. This score is worth up to 15 points.

A = 15 pts B = 10 pts C = 5 pts D = 0 pts

*Points for credit received by CLEP or DANTES test out = 10 points

5. *Grade for SCIN 111 – Physical Science

Physical concepts and theories pertaining to current applications and trends in physics and chemistry are important tools for the physical therapist assistant to understand in order to apply various treatment techniques and procedures. This score is worth up to 30 points.

A = 15 pts B = 10 pts C = 5 pts D = 0 pts

*Points for credit received by CLEP or DANTES test out = 10 points

Application Deadline

All application materials must be filed in entirety with the online application system by the established spring admission deadline, as communicated on the program website, in order to be considered for fall semester PTA Program entry. Classes completed during the Spring semester will be considered for computation of scores in the application process. All general education required courses must be successfully completed by the end of the third technical semester in the program.

Physical Therapist Assistant Program Performance Essentials

Becoming a physical therapist assistant requires the completion of a technical education program that is both intellectually and physically challenging. The purpose of this is to articulate the demands of this program in a way that will allow prospective students to compare their own capabilities against these demands.

Prospective students will be asked about their ability to complete these tasks, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the college can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in the classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

Prospective students who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities prior to an admission decision. Prospective students who cannot complete these tasks with or without accommodation are ineligible for consideration for admission. If admitted, a student with a disability who wishes reasonable accommodation must request it through the Program Chair of the Physical Therapist Assistant Program. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodations, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Prospective students who have questions about this document or who would like to discuss specific accommodations should make an initial inquiry with the Program Chair of the Physical Therapist Assistant Program.

Essential Tasks:

- Students must meet class standards for course completion throughout the curriculum
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-physical therapist assistant relationships.
- Students must complete readings, assignments, and other activities outside of class hours.
- Students must gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary such as a classmate or an aide.
- Students may perform treatment activities in class or in the clinical setting by direct performance or by the appropriate instruction and supervision of physical therapy aides (in accordance with the law).
- Students must apply critical thinking processes to their work in the classroom and the clinic, must exercise sound judgment in class and in the clinic, and must follow safety procedures established for each class and clinic.
- Students must have interpersonal skills as needed for productive classroom discussion, professional and respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Students must maintain personal appearance and hygiene conducive to classroom and clinical settings.
- Students must annually pass a cardiopulmonary resuscitation course at the health professional level (American Heart Association, Healthcare Provider).
- Students must demonstrate appropriate health status prior to clinicals, with annual updates on some items; no active tuberculosis, rubella (German measles) and rubeola (measles) immunity, tetanus-diphtheria booster within 10 years of anticipated graduation and hepatitis B vaccine series or written declination.
- Students must complete OSHA-related Bloodborne Pathogen Exposure Training.
- Students must follow standards and policies specified in the Student Handbook (Guide to Admissions and Academic Policies), the Letter of Understanding (contract between college and clinical sites), and the Clinical Education Manual. The most recent copies of these documents are available for review.

Typical Skills Needed to Complete the Essential Tasks:

- Students typically attend class 12 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, and laboratory activities. When on clinical rotation students are typically present at the clinic 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- Students typically sit for 2 to 10 hours daily, stand for 1 to 2 hours daily, and walk or travel for 2 hours daily.
- Students will be required to travel to clinical sites within a 1-2 hour radius of the Sellersburg Campus.
- Students frequently lift less than 10 pounds and occasionally lift weights up to 50 pounds.
- Student frequently exert 25 pounds of push/pull forces to objects up to 50 feet and occasionally exert 50 pounds of push/pull forces for this distance.
- Students frequently twist, bend and stoop.
- Students occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.
- Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and patients.
- Students frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- Students occasionally climb stairs or negotiate uneven terrain.
- Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- Students frequently coordinate verbal and manual activities with gross motor activities.
- Students use auditory, tactile, and visual senses to receive classroom instruction and to assess and treat patients.

Physical Examination - Example

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

Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
GROSS MOTOR SKILLS	<p>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</p> <p>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</p> <p>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</p> <p>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</p>	C		
FINE MOTOR SKILLS	<p>Dexterity: 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/facility</p>	C		
PHYSICAL ENDURANCE	<p>Sitting: 2 to 8 hours per day: required for periods of documentation, scheduling, and patient care techniques; Standing: 2-8 hours per day: required for periods of documentation and patient care techniques; Kneeling (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</p>	C		
PHYSICAL STRENGTH	<p>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.</p> <p>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</p>	C		

Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
	and training activities, floor (fall) recovery, maneuvering of necessary equipment for patient care			
MOBILITY	<p>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</p> <p>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</p> <p>Crawling: for access to patient, equipment and completion of patient care techniques</p>	C		
AUDITORY	<p>Hear normal, faint, and adapted speaking levels for person-to person and augmentative communication devices.</p> <p>Hear faint body sounds (e.g., blood pressure, respiratory, and heart beat sounds)</p> <p>Hear in situations when not able to see lips (e.g., when masks are used)</p> <p>Hear auditory signals from modalities and emergency equipment and safety signals.</p>	C		
VISUAL	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).	C		
TACTILE	<p>Feel vibrations (e.g., palpate pulses)</p> <p>Detect temperature (e.g., skin solutions)</p> <p>Feel differences in surface characteristics, sizes and shapes (e.g., skin turgor, rashes, palpate vein, identify body landmarks)</p> <p>Detect environment temperature (e.g., check for drafts)</p>	C		
OLFACTORY	<p>Detect odors from client and environment (e.g., foul smelling drainage, alcohol breath)</p> <p>Detect smoke, gases or noxious smells etc.</p>	C		

COGNITIVE PROCESSES	Collect necessary data for patient care Plan necessary sequences of operation or actions Define problems, collect information, and identify need for supervisor intervention Basic counting, addition, subtraction and higher level use of algebra, geometry and statistics Teaching of others, formally or informally			
Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
COMMUNICATION	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	C		
EMOTIONAL STABILITY	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)	C		
ENVIRONMENTAL PROCESSES	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	C		

PERSONAL RESPONSIBILITIES	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 Maintain adequate health without presence of infectious disease	C		
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Students with disabilities requiring accommodations must meet with the College Disabilities Support staff.

Please note, physical examination is not required to apply to the program. This form is provided as an example since a physical examination is required prior to the clinical education experience in the program. A complete list of essential functions required for the program is found in the student’s 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.

Clinical Education Overview

PTA students will complete three clinical rotations. Clinical I: PTAS 115 (integrated clinical) consists of 40 hours per week for three weeks. Clinical II: PTAS 205 and Clinical III: PTAS 215 (terminal clinicals) each consist of 40 hours per week for seven weeks.

The clinical education experience includes one rotation in each of the following settings: inpatient physical therapy, outpatient physical therapy, and a setting in an area of interest for the student. A variety of clinical settings is available for the PTA student's clinical education assignments. Examples of these settings include: hospital based, rehabilitation, extended care/skilled nursing, outpatient, sports physical therapy, pediatrics, geriatrics, and aquatics.

Clinical I: PTAS 115 – First Year PTA Students

This affiliation is the students' first official clinical setting experience. The students have completed: anatomy, kinesiology, disease and trauma, medical terminology, modalities, basic patient care including treatment of the orthopedic patient, and aspects of administration. The students are best served with a rotation that provides a majority of either inpatient and/or outpatient opportunities that focus on areas of treatment listed below. This affiliation is full time for three weeks and is situated in the curricular sequence at the end of technical semester two. Students are expected to demonstrate Advanced Beginner Performance on the PTA Clinical Performance Instrument and manage a small caseload by the end of the rotation.

Manual muscle testing	Goniometry	Modalities
Ethical/Legal practice	Vital signs	Safety
Communication	Transfers	Documentation
Disease/disability awareness	Patient positioning	P/A/AA/RRROM
Understanding PTA/PT relationship	Gait training with assistive devices	Beginning exercise development with the orthopedic population

Clinicals II and III: PTAS 205 and 215 – Second Year PTA Students

These consecutive terminal affiliations consist of supervised clinical work in preparation for entry-level practice in any therapy setting. Each affiliation is a full-time clinical experience, seven weeks in duration. The students have completed all classroom coursework and have increased knowledge in special populations, neurological, cardiovascular, pediatric, orthotics/prosthetics, and wound care. 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 a Clinical Instructor (CI) to allow the students to acclimate to the responsibilities of the facility. At the completion of these clinicals, the student is expected to be at Advanced Intermediate or Entry Level on the PTA Clinical Performance Instrument for most of the required skills.

Projected Direct Expenses

At Ivy Tech Community College, tuition and fees are updated yearly. These include an in-state and out-of-state fee differential, technology fees, and distance education fees. Up-to-date information can be found at the Ivy Tech Community college website: <http://nwi.ivytech.edu/web/admissions/tuition.html>.

Students are responsible for tuition, books, supplies, and fees for all courses. Additionally, students are expected to secure funds for their uniform, physical examination with immunizations, CPR training, national criminal check, and a physical/drug screening after acceptance into the program (contact information and forms will be provided after acceptance).

* This is an estimation of costs. The College reserves the right to revise fees at any time.

**Tuition (for full time students)	\$2,243.25/semester
***Approximate book cost (technical core)	\$0
Miscellaneous Clinical Education Costs (travel, lodging, etc.)	varies
Total	\$8,973 + clin ed costs

** Out of state tuition fees are \$4,388.55/semester, raising the projected expenses to \$17,554.20.

www.ivytech.edu/tuition

***Required textbooks are free for eligible students. General Education Courses require varied books and fees.

ADDITIONAL COSTS:	AMOUNT:
Charge per credit hour for internet based courses	\$20.00
College assessed Technology Fee for all students per semester	\$75.00
Consumable fees, PTAS 224 (Capstone)	\$130.00
Consumable fees, PTAS 101, 106, 207	\$75.00
Drug Screen/Background Check	\$211.00
Physical Exam and Immunizations	varies
CPR certification	\$65.00 - \$100.00
Uniform expenses	\$200.00
Scorebuilders Seminar/Online Testing	\$350.00
Student membership in APTA – national dues (required 2 nd year)	\$90.00
FSBPT Exam Fees/Licensure Fees (paid spring of graduation)	\$600.00 + (depending on state jurisdiction)

These items are based upon current costs (summer 2022) and based upon the websites of the appropriate organizations:

Indiana State Licensure: www.in.gov/pla

The Federation of State Boards of Physical Therapy (National PTA Examination): www.fsbpt.org

Prometric (Testing Site): www.prometric.com

Ivy Tech Community College provides open admissions, counseling and placement services for all persons, regardless of race, color, creed, religion, sex, national origin, physical or mental handicap, age or veteran status.

PTA Program Policies and Procedures

Professionalism

The reputation of the PTA Program and the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. When participating in the classroom, laboratory, community, and clinical settings, students are expected to conduct themselves in a professionally appropriate manner. Students are entitled to a learning atmosphere free from discrimination, harassment, sexual harassment and intimidation. This applies to all conduct among faculty, staff, clinical personnel, and students.

To enforce the professional behavior expected of the PTA student, Professionalism Points have been implemented in all of the PTAS courses. Each student is awarded 20 professionalism points (or equivalent of 5% of total course grade in point-based classes) at the beginning of the course as reflected in the course syllabus. The student retains these points should no reason for them to be revoked occur. Guidelines for loss of points are listed below, however this is not an inclusive list, and **loss of Professionalism Points is ultimately at the discretion of the course instructor and/or PTA Program Chair.**

Guidelines for loss of points in the classroom, laboratory, or clinical setting:

- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for each unexcused absence, tardiness or early departure from class or lab
- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for each time appropriate lab attire is not worn for lab days or professional dress is not worn for lab practical days
- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for unprofessional communication within the classroom or laboratory setting
- Loss of points in the clinical setting will be made at the discretion of the ACCE and/or Program Chair based on the infraction and relevant consultation/communication with the clinical instructor and/or CCCE

Total loss of points will occur with situations including, but not limited to:

- academic dishonesty or misconduct
- discriminatory, harassing, argumentative or intimidating behavior toward an instructor, peer, staff member, clinical personnel, or any other person
- disrespectful and/or defamatory behavior toward an instructor, peer, staff member, clinical personnel, or any other person
- inappropriate and/or unprofessional communication with an instructor, peer, staff member, clinical personnel, or any other person via verbal communication, nonverbal communication, text message, email, social media, etc.

In addition to the loss of Professionalism Points at the PTA Program level, students are subject to college jurisdiction while enrolled at the College. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of the College representatives is not in the best interests of the student, other students, and/or College. Students who are disciplined should expect to find their sanctions enforced at other Ivy Tech campuses.

All Ivy Tech students are expected to abide by the College rules of conduct listed in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES.

Attendance

The reputation of the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. It is imperative that students be in attendance for scheduled classes in order to perform to the best of their ability in PTA coursework and to prepare themselves for the expectations of the healthcare workforce.

Attendance is taken at the beginning and end of class. In order to be successful with the material **students must be present for both lectures and labs.** Arriving late to class is disruptive to classmates. Should a student be more than 10 minutes late he/she will be considered absent. Additionally, students are expected to be present for the duration of both the lecture and lab portions of the class.

On a case-by-case basis, with approval of the instructor, on weeks that class sections meet separately, students may be able to attend the meeting of the alternate class section should space permit. Additionally, should a student know that he/she is going to miss a scheduled class session; arrangements can be made on a case-by-case basis with the instructor to complete assignments **PRIOR to the class that he/she will miss.** If a student will miss a scheduled lecture or lab examination, arrangements must be made to take the exam **PRIOR** to the date of the exam. Any examinations taken after the scheduled date and time must be completed by the next scheduled class session and will receive an automatic 20% grade deduction.

All other attendance issues are at the discretion of the course instructor and PTA Program Chair. **No late homework or IvyLearn assignments will be accepted under any circumstances. In some cases students will be required to complete late or missing assignments for competency despite no points being awarded due to late submission.**

- **1st absence from class:** Student will receive a mandatory loss of 5 professionalism points (or the equivalent of a 25% deduction from the final course professionalism grade). In addition, the student is responsible for all assignments missed and for completing any in-class assignments independently.
- **2nd absence from class:** Student will receive a mandatory loss of 5 additional professionalism points (or the equivalent of a 50% deduction from the final course

professionalism grade). In addition, the student is responsible for all assignments missed and for completing any in-class assignments. **Note: At 2nd absence the student will be given a Written Warning.**

- **3rd absence from class: Student will be directed to initiate a withdrawal from the course, submitting it to the Registrar’s Office prior to the deadline below. Failure by the student to complete the withdrawal process prior to the deadline will result in a course grade of “F” being recorded.**

Grades and Grading Scale

*The Grading Scale for the courses in the PTA Program is as follows:

Percentage Range	Letter Grade	Interpretation	Quality Points
93-100	A	Superior	4
87-92	B	Above Average	3
81-86	C	Average	2
78-80	D	Below Average	1
0-77	F	Failure	0
	**I (see below)	Incomplete	Not Applicable

Any problems or areas of weakness noted by the faculty may require counseling and/or remedial work. Per PTA Program policy regarding safety and competency, any student not demonstrating competency in a laboratory skill will not be permitted to continue with subsequent coursework until competency is demonstrated. If a student is unable to demonstrate competency following remediation the student will be withdrawn from the class. Students must attain a grade of 78% “D” or higher in both lecture and laboratory portions of a course to pass that course.

*Grades are rounded at the hundredths place. For example:

a student with a 77.456 would receive the score 77.46
a student with a 77.995 would receive the score 78

Letter grades will be reported to Ivy Tech Community College per policy. A grade of “D” or better must be attained in each course to continue in the PTA program per policy.

**A Grade of incomplete “I” may be submitted upon request of the student according to college policy.

Progression Policy

Procedure relating to progression, stop-outs, and re-enrollment in programs with a two-step admission process:

To ensure demonstrated retained competency of the student, to maintain the safety of patients/clients of clinical affiliate organizations, and to promote student retention and completion, additional factors above those outlined in APPM 4.19 affect the determination of a student's standards of progress and continued enrollment in programs with a two-step admission process.

PROCEDURE

1. A student not successfully completing a required programmatic course (dropping or receiving a final grade of "W", "FW", "F", or "D" where required by program accreditation), must attempt to re-enroll in the non-completed course(s) the next academic term in which it is offered if there is an available opening, provided the student satisfies the standards of progress as outlined in ASOM (Academic Support and Operations Manual)..
2. Students not successfully completing a required programmatic course may remain in the program with a two-step admission process, and may enroll in additional required programmatic courses in successive academic terms for which they have satisfactorily completed the pre-requisite, provided they satisfy the standards of progress as outlined in ASOM.
3. Should there be any term of non-enrollment in the required course due to course availability the student will be required to demonstrate retained competency in the course objectives of any required pre-requisite programmatic course(s) as described below before re-enrolling in the course.
 - Demonstrated retained competency is typically satisfied by obtaining a repeat passing score on final exams, comprehensive laboratory exams, and clinical check-offs. Students unable to demonstrate retained competency of any required pre-requisite courses will be required to satisfy the requirements of an individually developed remediation plan as a condition of re-enrollment in the non-completed course.
 - Prior to the term the student desires to re-enroll in the course, the student must contact the program chair/designee in writing requesting re-enrollment for the following term. Requests will be considered based on available cohort space.

- Sufficient time must exist between the receipt of the request and the start of the following term for the student to complete required retained competency demonstration as described above.

STOP-OUTS

1. In any term the student is not enrolled in any required programmatic courses, the student is considered a “stop-out”, and should they wish to re-enroll in programmatic courses will be required to later request re-enrollment (within any maximum timeframe for completion guidelines as required by accrediting agencies) in the program with a two-step admission process as outlined above.

Service Learning

In the mission of the Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, it states that the program “seeks to develop dedicated, honest individuals who value excellence, diversity, compassion, human interaction, love of learning and stewardship.”

To support the program mission, and enhance the development of the PTA student, the student is expected to participate in at least one approved service learning/community service activity per each semester in the program. The student is notified of this requirement prior to program acceptance. This is tracked by the PTA Club Vice-President and represented in the student’s professional portfolio in PTAS 224, Current Issues and Review. In addition, each student will be required to attend at least one PTA Club meeting each semester and participate on a PTA Club Committee.

APTA Membership

The reputation of the PTA Program and the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. When participating in the classroom, laboratory, community, and clinical settings, students are expected to conduct themselves in a professionally appropriate manner. Students are expected to comply with the ethical standards outlined by the APTA and to generate information regarding evidence-based practice and best practice guidelines in accordance with contemporary PT practice.

To enforce the professional behavior expected of the PTA student, the student is suggested to establish APTA membership at the beginning of their first year fall semester and required to establish APTA membership at the beginning of their second year fall semester. The student is notified of this requirement prior to program acceptance. The cost of the APTA membership is the responsibility of the student.

Student Health Services

For students registered in credit courses, the College provides accident insurance in a designated amount for injuries sustained while participating in College-sponsored activities. The activity must take place on College premises or on any premises designated by the College.

Students are also covered while traveling to and from College-sponsored activities as a member of a group under College supervision. It is the student's responsibility to report injuries or accidents occurring on campus promptly to the instructor or to the Office of Student Affairs so that proper medical treatment may be administered.

If the College officials deem necessary, emergency medical technicians may be requested. If a student has a seizure or black out while on campus emergency medical technicians will be notified. Ivy Tech Community College does provide resources for mental health services. Medical services are available at local hospitals and clinics. College insurance is secondary to the student's personal insurance.

Substance Abuse

To ensure student, staff and patient/client safety, the Program has adopted this policy and these procedures regarding the impaired student. The program faculty wishes to assist the student demonstrating impairment into an evaluation recovery process. However, this can only be done with the full cooperation of the student needing help. Substance abuse is suspected when the individual exhibits behaviors including: mood swings, behavior inappropriate for the setting, frequent absences, failure to follow policies and procedures, deteriorating appearance, deteriorating academic and/or clinical performance, sloppy, illegible, and/or erroneous written work, alcohol on the breath, poor judgment and concentration, lying, violation of policies pertaining to medication administration/documentation.

Due to the safety sensitive nature of health occupations, indication of substance abuse is cause for dismissal from the program. Students receiving treatment for substance abuse may participate in the program when professionals administering treatment and the faculty determine it is appropriate. Students refusing or not complying with treatment will not be allowed to continue in the program.

POLICY

1. Students are prohibited from attending class/clinical sites, using alcoholic beverages or illegal drugs.
2. Legal use of medications or drugs prescribed by a licensed practitioner is permitted provided such use does not adversely affect student's performance or endanger health and/or safety of others.

3. School will maintain confidentiality of all records/information related to student's suspected abuse.
4. Physical Therapist Assistant program faculty will assist students desiring to address a substance abuse problem by referring student to the Vice Chancellor for Student Success, who is responsible for coordination of student counseling services.
5. A student who refuses to comply with substance abuse policy/procedure will be subject to dismissal from the Physical Therapist Assistant program.

PROCEDURE

The following procedures will be adhered to for all occurrences of substance abuse when immediate action is indicated.

1. If student is intoxicated or under influence of illegal substances during clinical experience/clinical internship, the clinical site will contact the Academic Clinical Coordinator of Education (ACCE), who will arrange for transportation for student. In interim, the Clinical Instructor will follow procedures in place at clinical site.
2. Student will sign a release form allowing Ivy Tech Community College to receive results of any drug screening or additional assessments performed.
3. In any case of suspected substance abuse, observer will document evidence of impairment by:
 - a. Describing each event in writing, dating and signing document
 - b. Obtain written, dated, and signed statements of observations by others, including other students and staff
 - c. Instruct student to submit results of elective drug testing
 - d. Ensuring reporter(s) has/have signed all documentation and notifying Dean of Health Sciences
4. Student must make an appointment to see the PTA Program Chair to review incident prior to attending next scheduled clinical day. Final decisions regarding student discipline will be based on recommendations by program faculty and PTA Program Chair. Student will be reminded of college grievance procedure.
5. Failure to follow up with referrals and/or treatment plan will result in suspension from future physical therapist assistant technical courses and clinical experiences/internships. Student must provide written documentation of compliance with treatment program to PTA Program Chair.
6. Student may request to be readmitted to the Program as outlined in program readmission policy.
7. If impairment behaviors are observed in classroom setting, procedures of the college policy related to student conduct are followed.

GUIDELINES FOR PROFESSIONAL CONDUCT IN CLINICAL SETTINGS

Expectations for student behavior in clinical settings are governed by clinical agency affiliation agreements and the APTA established Code of Ethics for the PTA. These guidelines are

consistent with Ivy Tech Community College policies for student conduct and are subject to the Student Disciplinary System.

Social Networking Guidelines

Social media are powerful communication tools that can have a significant impact on the reputations of those who use them. This includes not only individuals but the organizations they represent. You must be mindful that anything you post on a social media site may be seen by anyone. Therefore, inappropriate postings about other students, faculty, college policies, action or decisions ***could be the basis for disciplinary action including termination from the program.*** Furthermore, the discussion of patient information through any of these venues is a **violation of patient confidentiality and HIPAA**. You have rights afforded by state and federal law, but be aware that *not everything* you say or post online is protected. False, defamatory, harassing or intimidating postings are *not protected free speech*.

The College recognizes many students chose to participate on social networking sites. Students are reminded to use caution when posting on sites. Future employers and supervisors may have access to these internet pages, comments and photographs which may be perceived as derogatory thus impacting employment opportunities. Students are reminded **NOT** to post photographs from clinical and laboratory settings as this is considered a breach of confidentiality. Comments that may be construed as negative/derogatory concerning the College and/or clinical site experiences, operations or patients may negatively impact student status and any reference to these is strictly prohibited.

Equipment Safety and Student Lab Use

Students are given the opportunity for out of class practice during formal open lab times staffed by program faculty allowing full access to all equipment and machines, and informal lab access where students may use any equipment other than the ultrasound and electrical modalities as long as faculty are present on campus. Students are not allowed large lab access when faculty are not present. Students are allowed small lab access, where no machines are present, when faculty are not on campus. All lab rules as outlined below must be followed by students at all times when in either the small or large lab.

PTA LAB RULES:

- Standard Precautions, including hand hygiene, must be followed at all times.
- Student must obtain informed consent prior to performing any procedure or technique.
- Student must prepare all equipment to provide a safe and effective treatment.
- Appropriate safety equipment must be used at all times.
- Proper body mechanics must be used at all times.
- All practice will be conducted with respect and professionalism.
- Upon completion, all equipment must be disinfected and returned to the appropriate location.

- If no other faculty or students are present, lights must be turned off and doors secured upon leaving the room.

In the event that students go offsite for any laboratory or learning activities, offsite contracts must be maintained by the program.

The program chair is responsible for ensuring that annual equipment checks are performed and that equipment is in safe and working order. In the event that a piece of equipment malfunctions outside of the timeframe for the annual check, it is the responsibility of the faculty member that discovers the malfunction to report it to the program chair for service.

Practical and Critical Safety Elements Master List

Students participate in a variety of practical examinations and competency testing in order to assess student preparedness prior to attending clinical affiliations. The sequence of classes contains prerequisite and corequisite coursework to ensure the student does not progress through the program without obtaining competency in previous coursework.

Listed below are practical and competency testing topics throughout the program. Critical safety indicators are listed on the practical exams for each course. For critical safety skills (as indicated on practical grading rubrics by an asterisk “*”) the student must complete the skill safely and competently in order to pass the critical safety element of the practical exam. If the student fails to complete a critical safety element, they are required to remediate all items within that particular skill set. The entire exam remediation process will be followed as outlined under PTA Program Policy – Competency/Remediation.

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 115 – Clinical I

Comprehensive Written and Practical Skill Assessment prior to Clinical I Placement (addresses skills above noted with “**”)

PTAS 201 – Treatment Modalities II**

Confident and Knowledgeable Communication

SOAP Note Treatment Documentation

Thermal and Electrical Modality Application

Massage

Stretching

Strengthening

Gait and Assistive Device Training

PTAS 202 – Treatment Interventions for Special Populations

Lower Extremity Amputation Wrapping

Wound Dressing

PTAS 217 – Treatment Modalities III**

Confident and Knowledgeable Communication

Positioning in Neurorehabilitation

Transfers in Neurorehabilitation

Range of Motion in Neurorehabilitation

Developmental Treatment

Balance, Gait, and Coordination

**Practical exams in PTAS 201 and PTAS 217 are completed with a unique patient evaluation and plan of care developed by a physical therapist for the students to consult with the supervising PT, prepare an appropriate treatment protocol, educate the patient during the provision of treatment, and complete appropriate documentation

Competency and Remediation

Any problems or areas of weakness noted by the faculty may require counseling and/or remedial work. Any student not demonstrating competency in a laboratory skill will not be permitted to continue with subsequent coursework until competency is demonstrated. If a student is unable to demonstrate competency following remediation the student will be withdrawn from the class. Students must attain a grade of 78% “D” or higher in the laboratory portion of a course to pass that course.

For critical safety skills (as indicated on practical grading rubrics) the student must complete the skill safely and competently in order to pass the critical safety element of the practical exam. If the student fails to complete a critical safety element, they are required to remediate all items within that particular skill set. For that particular skill set they will incur a 20% deduction for the first remediation provided the student demonstrates all critical safety elements safely and competently. If the student does not pass the critical safety element on the second attempt, they will be given a third attempt to pass the element with competency, however the student will receive a “0” for that particular skill set. Following the third attempt, if the student is unable to pass the element with competency, they will not be allowed to proceed forward in the subsequent course material.

Additionally, students must attain a grade of 78% “D” or higher in the lecture portion of a course to pass that course. If the student fails to achieve a 78% on a lecture exam, they will be required to remediate the lecture exam material at a date and time determined by the instructor. Prior to remediation they may be given the opportunity to review their first exam attempt at the discretion of the course instructor. Additionally, remediation may be given in an alternate format (essay, verbal, etc.). With remediation, points may be awarded to no more than 78% depending upon instructor discretion/course policy and Program Chair approval.

Skills Learned in the Clinical Setting

Students participate in a variety of skills checks, practical examinations and competency testing in order to assess student preparedness prior to attending clinical affiliations. The sequence of classes contains prerequisite and corequisite coursework to ensure the student does not progress through the program without obtaining competency in previous coursework.

Though the PTA Program curriculum prepares the student to be competent as an entry-level PTA, there are at times, treatment techniques that the student may encounter in the clinic setting that they have not been exposed to in the academic classroom or laboratory setting.

In this case, it is at the discretion of the Clinical Instructor as to whether they want to instruct the student in the treatment technique. Should the Clinical Instructor choose to instruct the student,

they must ensure that the student has demonstrated competency in this technique prior to performing it on a patient.

The Clinical Instructor accepts the responsibility for determining the student's preparedness for performing the technique with an appropriate patient. The student should not be permitted to perform a technique they have learned in the clinic setting on a patient until they have demonstrated safety and competency with the skill, which is then to be documented by the Clinical Instructor.

Exam Review and Exam Dispute

Following a lab exam, the student will be given immediate feedback by the instructor on their performance on all elements, including critical safety items.

Following a lecture exam, the exam booklet and/or scantron sheet will be reviewed by the instructor with students during scheduled class time. Following review, exam booklets and scantron sheets will be collected by the instructor.

Should a student wish to dispute an exam question, they need to contact the instructor outside of class time. They need to provide two sources/references supporting the student's dispute. Ultimate decision regarding a disputed question is at the discretion of the course instructor.

Universal Precautions

According to the Universal Standards Rule 410 IAC 1-4 under Public Law 123-1988: "An employer shall provide training and the necessary equipment to each employee and student trainee who has duties that require the employee to have direct contact with blood or body fluids in the scope of the employee's employment." This training must include instruction in the procedures "Universal Standards" adopted by the Indiana State Board of Health. Because PTA students may have direct contact with blood or other body fluids, the PTA program is required to provide annual training in Universal Standards to comply with agency affiliation agreements. This training is part of PTA Student Orientation, PTAS 101 and PTAS 106, and is measured by skills checks and written/practical examinations.

All students who are enrolled in clinical or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

Transportation

All necessary transportation to clinical experience is the student's responsibility and is not provided by the school. Student should plan to provide his/her own transportation to and from school and clinical facilities, and park in designated areas only. Students will be given

instructions about parking at clinical sites. Students are expected to comply with parking designations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

Complaints Outside of College Due Process

The PTA Program will follow the Ivy Tech Student Grievance Policy as outlined in the Student Code of Rights and Responsibilities for student concerns.

Complaints or concerns may be communicated from outside parties who are not normally covered under the college grievance policy or normal channels of due process. Such outside parties may include, but are not limited to, clinical affiliates, employers, former graduates, and the general public.

For complaints outside normal due process, the complainant must submit the concern to the PTA Program Chair in writing within 30 days of the event. The Program Chair will be responsible for investigating the concern, including gathering necessary information from involved parties. Upon completion of the investigation, the Program Chair will communicate the results to the complainant and implement appropriate actions, if any, which occur as a result of the investigation.

Confidentiality of involved parties will be maintained at all times per Federal law, Ivy Tech, and PTA Program policy.

The program chair will maintain records of the complaint, investigation, and resulting actions for a minimum of 3 years following the written submission of the original complaint.

Ivy Tech Community College – Sellersburg PTA Student Informed Consent

In order for you to make an informed and educated decision about joining the Ivy Tech Community College -Sellersburg PTA Program, there are some things you should consider. Please initial in the blank for each following item to ensure that you have read and understand the content.

1. Education in the Physical Therapist Assistant (PTA) Program will include classroom and laboratory sessions, as well as, clinical affiliations in various health care facilities. During the course of the PTA Program you will be subject to the known and unknown risks that members of the profession experience in preparation for and the provision of physical therapy and health care in general. These may include exposure to various modalities and techniques, infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment and the academic preparation of the Physical Therapist Assistant. Students will be expected to perform physical therapy modalities and skill/techniques on each other and you will need to inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to the instructor's directions. You may stop participation in the classroom, laboratory, or clinical affiliation anytime you think your personal safety or that of the patients you treat is in jeopardy. _____
2. You must have your own transportation to the clinical sites. Each student is required to drive to clinical sites that are considered far sites during the time in the Program. A far site is defined as at least 1 to 1 ½ hours one way away from Sellersburg. There are no exceptions to this rule. _____
3. A criminal background check and drug screen must be completed before you can begin programmatic classes and subsequent clinicals. If your financial aid does not cover the cost of this, you will be required to pay for this on your own. _____
4. You must be aware of the licensure requirements in the state of Indiana and Kentucky (felony). A conviction of a felony does not affect your ability to be accepted into the program but some clinical sites, (hospitals) may not allow you to do a rotation there. If you cannot complete the required clinical portion of your education because of this, you will not graduate from the program. Also, the College and the PTA Program cannot guarantee that either of these states will provide you a license to practice. You should contact the Indiana Professional Licensing Agency, 1-800-457-8283, or the Kentucky Licensing Agency, Lexington office at (859) 246 – 2747 with specific questions. _____
5. You must have access to your health history in order to complete the required form before programmatic classes and clinicals begin. You may be required to have blood titers performed to prove immunity. These will be at your cost. _____

6. You will be required to take and pass the American Heart Association health provider CPR class. This will be at your cost. _____
7. You will be required to abide by HIPAA laws and regulations at all times. _____
8. Following graduation, you will be required to take and pass the (FSBPT) to practice as a PTA. This will be at your cost. _____
9. You will be required to comply with the clinical dress code of your clinical facility and as outlined in the Clinical Education Manual. _____
10. You will be required to do community service throughout the program. The minimum program requirement is 1 approved activity per semester. Failure to complete this will affect your final capstone course grade. _____
11. You will be expected to attend and participate in classroom discussions. _____
12. You will be expected to use the lab time to practice and come in during open lab times, when provided. You are expected to follow all lab rules as posted in the lab and outlined in the PTA student handbook. _____
13. It is mandatory to attend clinicals. Your education will not be adequate without them.

14. You will be expected to behave in a professional and respectful manner at all times.

15. You will be expected to act like the clinical rotations are jobs and perform as such.

16. Clinical rotations to different sites are required and the final decision on rotations and times will be made by the program staff. _____
17. As a student, it is highly recommended, although not required, that you become a student member of the American Physical Therapy Association in your first year. Membership is required in your second year. _____

I, _____ have read and understand the above items and take full responsibility for this information. I agree to and will abide by these terms. I have a copy of this informed consent that I will retain for my reference and records.

Signature

Date

Verification of Receipt of PTA Guide to Admissions and Student Handbook

NAME: _____

“C” NUMBER _____

CURRENT ADDRESS: _____

CURRENT PHONE NUMBER: CELL: _____ HOME: _____

CURRENT IVY TECH EMAIL ADDRESS: _____

ALTERNATE EMAIL ADDRESS: _____

EMERGENCY CONTACT: NAME: _____

RELATIONSHIP: _____ PHONE NUMBER: _____

SOCIAL SECURITY NUMBER: _____

DATE OF PROGRAM ENTRY: _____

I have received a copy of the PTA Program Guide to Admissions and Student Handbook for the PTA Program at Ivy Tech, Sellersburg and understand that I also have access to this document through the program website. I acknowledge I will read/refer to this document and ask questions related to the content. I understand the rules and policies and I agree to abide by them while a student in the PTA Program. I understand that this information is subject to change and that future updates will be made available via the PTA Program Chair and through the program website.

Signature

Date