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I
Introduction
WELCOME

It is with great pleasure that we welcome you to the Johnson College Physical Therapist Assistant (PTA) Program. We hope that you find your two years here to be both educationally stimulating and personally rewarding. Physical therapy is a service oriented profession. Providers strive to help people with impairments improve their strength, mobility, and endurance, so that they can function better on a daily basis. Physical therapists function in very diverse and dynamic environments, and physical therapist assistants are expected to be prepared to work under their direction and supervision in these environments. With that being said, our PTA program seeks to provide you with the education necessary to flourish in diverse situations, but with the awareness that achieving and maintaining professional excellencerequires a commitment to lifelong learning.

This handbook has been prepared to provide you with general information about the college as well as information specific to the PTA program. It also contains policies and procedures for practices common to the program. Although it can provide the answers to many frequently asked questions, please do not hesitate to ask a faculty or staff member for information. Also, as changes in policy, procedure, or practice occur, we will notify you.

Please sign the Student Responsibility for PTA Handbook Information form at the end of the book, to acknowledge receipt, understanding, and acceptance for the information included in the handbook.

We look forward to a very productive and rewarding two years!

Sincerely,

The PTA Faculty

Melissa Cencetti, DPT, PT, MS
Department Chairperson

Nicole Fabricatore, PTA, BS
Academic Coordinator of Clinical Education
Career Opportunities for Physical Therapist Assistants

Physical therapy is a very rewarding and diverse profession. Physical therapy plays a vital role in helping individuals achieve their optimal level of mobility and independence. Physical therapist assistants work under the direction and supervision of licensed physical therapists and work directly with patients to help improve quality of life. According to the Bureau of Labor Statistics, the need for physical therapist assistants is expected to increase 41%, from 2012-2022, with an increase of more than 49,000 jobs. Practicing physical therapist assistants have the option to work in a variety of settings, including: hospitals, inpatient and outpatient rehabilitation settings, skilled nursing facilities, private practices, home health, and schools. PTAs can also teach in physical therapist assistant programs or if they choose, can further their education in a variety of related fields.


Accreditation Status

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

*Effective October 25, 2013, Johnson College Physical Therapist Assistant program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for accreditation is not an accreditation status nor does it assure eventual accreditation.*

Certification/Licensure Of Physical Therapist Assistants

Policies concerning the requirements for an individual to practice as a physical therapist assistant vary by state. For information regarding licensure/certification, a student should search the websites of each state board of medical examiners. In Pennsylvania, physical therapist assistants must pass the National Physical Therapy Exam for PTAs in order to become registered to practice.

Please see the following website for information specific to the Pennsylvania Board of Physical Therapy [http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/PhysicalTherapy](http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/PhysicalTherapy).
**Essential Functions of the PTA Student**

The work of a physical therapist assistant requires that the PTA student apply the knowledge and skills from the classroom to a variety of clinical situations. The work, at times, can be both intellectually and physically challenging. In order to perform in a competent and safe manner, the PTA student must be capable of the following essential functions, with or without reasonable accommodations.

1. A student must be able to perform the following motor and sensory skills:
   a. Sit or stand in class for up to 7 hours per day.
   b. Move or position patients and equipment.
   c. Lift, carry, pull and guide equipment, patients, and accessories with assistance.
   d. Walk and move with ample agility to provide safe guarding during ambulation, transfers, and procedures for patients.
   e. Sufficient Auditory Ability to recognize and respond to verbal communication and to equipment alarms.
   f. Sufficient Visual Acuity to read English and numerals that may be fine printed on goniometers, other measuring devices, and equipment.
   g. Sufficient Tactile Skills to safely grasp and manipulate small dials on equipment, to palpate boney landmarks and/or muscles, and to monitor skin temperature/texture, muscle tone, and vital signs
   h. Sufficient Verbal Skills to communicate effectively in English, verbally and in written formats with faculty, peers, patients, families, and other health care professionals.

2. A student must competently perform cardiopulmonary resuscitation (CPR), adhering to American Heart Association or American Red Cross guidelines (training to be provided on campus).

3. A student must possess adequate observation and sensory skills to observe patients, collect and interpret data, and respond to warning or emergency sounds.

4. A student must be able to meet all class standards for course completion.

5. A student must behave in a compassionate and professional manner in the classroom and in the clinic and must recognize and respond appropriately to individuals with diverse backgrounds.

**Students with Disabilities**

Students with documented disabilities who wish to request accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act should contact Student Support Services at 570-702-8955 to discuss the accommodations process. Linda Learn M.S.W., Associate Director of Student Support can also be contacted at 570-702-8956 or llearn@johnson.edu.
II

Johnson College

General Information
Accreditation
Johnson College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Pennsylvania Department of Education State Board of Education has approved Johnson College as a 2 year college.

Mission Statement
Johnson College delivers industry-focused learning in a caring environment designed to develop graduates prepared to enter into and advance in their careers.

Vision Statement
Johnson College: Developing technology leaders for tomorrow.

Johnson College’s Core Values
Teamwork We create strong partnerships while recognizing individual strengths and emphasizing respect and mutual support. We freely offer help and assistance to others and seek it when needed. We provide praise and encouragement to fellow employees and celebrate success... both individual and team.
Respect We respect the dignity and potential of each individual. As well as fostering a free and timely exchange of ideas and information in a collegial environment. In return we expect accountability in our people’s actions and the consequences of their actions.
Commitment We cultivate professionalism through learning, goal setting, innovation, participation and continuous improvement. We believe in fulfilling our responsibilities to one another, our students, the higher education community, and the public.
Trust We believe in trust. Trust is the belief and confidence in the integrity, reliability and fairness of a person or organization.
Integrity We accomplish our mission with a commitment to ethics, honesty, trust, consistency, and fairness. We openly consult with others whenever in doubt about any decision or action being the right one.
Positive Energy We have passion and pride. What we do makes a difference. We are very excited about the contribution Johnson College makes in the community. We convey our enthusiasm and passion for Johnson College in all our communications and professional interactions. Taking pride in our work allows us to constantly strive to develop and improve. We are passionate about what we do!

The core values of an organization are those values we hold which form the foundation on which we perform, work, and conduct ourselves.

Non-Discrimination Policy
Johnson College welcomes applications from prospective students interested in pursuing an intensive technical or clinical program of education. Johnson College does not discriminate with regard to race, color, creed, age, national or ethnic origin, religion, disability, sex, sexual orientation, gender, gender identity and expression, including a transgender identity, genetics, veteran status, or ancestry in the administration of its educational and admission policies, scholarship, loan, athletic and other school administered programs, or employment practices in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, or any other legally protected category. For information regarding civil rights and grievance procedures, contact the President/CEO of Johnson College, 3427 North Main Avenue, Scranton, PA 18508; (570) 342-6404.
ACADEMIC CODE OF CONDUCT

EDUCATIONAL (ACADEMIC) INTEGRITY IN THE CLASSROOM, TECHNICAL AREA, and/or LABORATORY

The faculty of Johnson College has high regard for the integrity of the educational process; therefore, the school wishes to recognize students not only for their academic skills and dedication, but also according to a code of ethical academic behavior. Good ethics include such principles as the following:

1. Acting at all times with integrity
2. Accepting responsibility for one's work
3. Specifying contributing members of a group, where group work is authorized
4. Naming references, where reference use is authorized
5. Submitting work which is the sole creation of the student, when neither group work nor reference use is authorized
6. Never contributing to the academic dishonesty of others

In the interest of protecting the grades of all honest students, Johnson College has adopted a set of disciplinary rules, which constitute academic dishonesty, and enforcement procedures, which will be applied to acts of dishonesty.

Academic dishonesty in any form will not be tolerated. Dishonesty includes, but is not limited to, the following:

1. Cheating
2. Plagiarism
3. Submitting work which does not cite references used when working in courses where reference materials are authorized
4. Submitting work which does not cite contributing members of the group when working in courses where group work is authorized
5. Submitting work which has not been created solely by the individual seeking credit when working in courses where neither references nor group work is authorized
6. Facilitating acts of academic dishonesty by others
7. Tampering with academic work of others

Students involved in academic dishonesty will be penalized at the discretion of the instructor. This may result in any or all of the following penalties:

1. An "F" in the course
2. Referral to the Chief Academic Officer
3. Referral to judicial authorities
4. Written notification to the student's technical/clinical department chairperson

Penalties imposed by the Chief Academic Officer may include up to termination from student’s program of study.

Academic Honors/Recognition

The President’s List
The President’s List is published at the end of each semester citing students who achieve a minimum 3.90 GPA, while carrying a minimum of 12 Johnson College credits and matriculating toward a degree. Students who receive a grade of W, F, or I on their transcript for the semester will not qualify for the President’s List.
Honors upon Graduation
Graduating students are eligible for recognition based upon scholastic merit. Highest Honors Awards are conferred on graduates with the highest cumulative GPAs among the candidates for the Associate in Applied Science and the Associate in Science degrees. *Summa Cum Laude, Magna Cum Laude,* and *Cum Laude* are citations conferred by the College for exceptional academic achievement and completion of a challenging curriculum.

Students who earn a cumulative GPA of 3.90 or higher will graduate *Summa Cum Laude.* Those with a cumulative GPA of at least 3.80 and equal to or less than 3.89 will graduate *Magna Cum Laude.* Those with a cumulative GPA of at least 3.70 and equal to or less than 3.79 will graduate *Cum Laude.*

**Johnson College Community Code of Ethics**
Johnson College, as a community dedicated to providing a quality technical education to its students, stresses the importance of living by an acceptable set of standards. We challenge our students to follow the college’s “Code of Ethics” as outlined below.

Each student should:
1. Show respect for fellow students.
2. Show respect for all college personnel.
3. Become familiar with college regulations.
4. Abide by college regulations.
5. Accept the responsibility of enforcing college regulations.
6. Show respect for college property.
7. Show respect for fellow students' property.
8. Use college facilities constructively.
9. Display college pride by actions on campus and in the community.
10. Be conscious of personal appearance and maintain an acceptable appearance.
11. Strengthen the college's traditions and high reputation.
12. Cooperate with fellow students and staff in college activities.
13. Be punctual at all times.
14. Strive to develop talents and abilities to the fullest.
15. Do what is right even when it is unpopular.
III

Physical Therapist Assistant
Academic Information
Mission

The mission of the Physical Therapist Assistant Program at Johnson College is to prepare students to be competent and caring entry-level physical therapist assistants who work under the direction and supervision of a physical therapist in a variety of settings. Students will be committed to developing and continuing professional competence, demonstrating lifelong learning, and adhering to the behavioral expectations outlined in the APTA Guide for Conduct and Standards of Ethical Conduct for the PTA.

Program Goals/Objectives

1. Graduates will be prepared to function as entry-level PTA’s in a variety of clinical settings.
   a. Students will demonstrate competence in the PTA Performance Expectations described by CAPTE in the evaluative criteria 3.3.2.1 through 3.3.2.28.
   b. Graduates will pass the national physical therapist licensure exam for PTAs, at a rate consistent with reported national trends.
2. Educators of the program, both didactic and clinical, will remain current in teaching practices as well as in issues relating to direct patient care.
   a. Faculty and clinical faculty will participate in continuing professional competence related to teaching responsibilities.
   b. Faculty will utilize effective instructional methods during didactic and laboratory courses.
3. Students/Graduates will behave in accordance with the standards established by the APTA in the Guide for Conduct and the Standards of Ethical Conduct for the PTA.
   a. Students will demonstrate professional behavior during all class, lab, and clinical experiences.
   b. Graduates will demonstrate professional behavior as determined by annual review of PA Physical Therapy Board Actions.

PTA Program Student Learning Outcomes

Outcome #1: Students will exhibit conduct that reflects practice standards that are legal, ethical, and safe and that reflects a commitment to meet the expectations of members of society and members of the professions of physical therapy.

Outcome #2: Students will demonstrate competence implementing interventions identified in the plan of care under the direction and supervision of the physical therapist.

Outcome #3: Students will demonstrate competency performing components of data collection skills under the direction and supervision of the physical therapist.

Outcome #4: Students will recognize when interventions should not be provided due to changes in the patient’s status or due to violations in practice guidelines and report this to the supervising physical therapist.

Outcome #5: Students will participate in educating patients and caregivers as directed by the supervising physical therapist, and will provide patient related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.

Outcome #6: Students will implement risk management strategies during all lab and clinical activities to ensure the safety of themselves and others.

Outcome #7: Students will complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
Philosophy

The philosophy of our PTA program is that an effective PTA is not only capable of performing all of the skills necessary safely and competently, but is able to communicate with others, verbally and nonverbally, and is dedicated to the development of professional competence and lifelong learning.
Education Plan

The Physical Therapist Assistant (PTA) works under the direction and supervision of the Physical Therapist (PT) in a variety of settings with a variety of patient populations. The Guide to Physical Therapist Practice developed by the American Physical Therapy Association is based on the patient/client management model. This model describes a dynamic therapist and patient interaction that includes six elements: examination, evaluation, diagnosis, prognosis, intervention, and outcomes. The result of this process is a plan of care that outlines the specific interventions, duration of services and the coordination, communication, and documentation necessary to reach the established outcomes. It is the PTA's role to understand the plan of care, implement the interventions, and coordinate, communicate, and document under the direction and supervision of the physical therapist. Therefore, the Johnson College PTA curriculum is based on these components of the Guide along with a strong emphasis on professional competence and lifelong learning.

The curriculum plan utilizes a variety of instructional methodologies including discussion, case studies, role play, and interactive games incorporate active learning strategies in a social environment that requires students to utilize past learning experiences. The sequence of the coursework introduces students to information early in the curriculum and reinforces the content later in the curriculum to encourage student to engage in higher level learning during the third and fourth semesters of didactic work and finally in the clinical experiences in the 5th semester.

The threading of these components through the curriculum is described below.

Interventions

Physical therapy interventions are diverse and dependent upon the clinical patient population. A Johnson College Physical Therapist Assistant graduate must be prepared to work in a variety of settings. This requires foundational knowledge of anatomy, physiology, pathology, and patient care, which students are introduced to in the first and second semester. In subsequent semesters, students will learn and apply specific interventions to a variety of patient populations. Students are required to demonstrate competency and safety implementing all skills indicated by the Commission on Accreditation of Physical Therapy Education (CAPTE).

Plan of Care

The physical therapy plan of care is the product of the physical therapy evaluation established in collaboration with the patient that outlines the patient's goals and specific interventions that will be used to reach those goals. Students will learn the components of the PT POC early in the curriculum and will develop an understanding of implementation of the POC as it applies to specific patient populations throughout the curriculum.

Coordination, Communication, and Documentation

In this world of multi-tasking, students must learn to organize and prioritize daily tasks. Successful performance involves coordinating services and communicating effectively with co-workers and/or other disciplines. Health care professionals must also be skilled at documenting details of interventions for reimbursement and for liability. Components of coordination, communication and documentation will be introduced in the first semester, and students will be required to use and develop these skills throughout the curriculum.

Professional Competence and Lifelong Learning

Health care is a rapidly changing environment, and physical therapist assistants, as any other health professional, have a professional obligation to remain current and competent with their skills. The importance of professional competence and lifelong learning will be emphasized in the first semester, when students will prepare individual goals for their professional development during their education. In the final semester, students will revisit these goals and prepare new goals relevant to their development after graduation.
## PROGRAM OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<td>PTA 103</td>
<td>Introduction to PT for the PTA</td>
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<td>PTA 110</td>
<td>Patient Care (2 lecture/1 lab)</td>
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<td>PSY 101</td>
<td>General Psychology</td>
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<td>MAT 121</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar</td>
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<tr>
<td>HAP 101</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
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<tr>
<td>HAP 101L</td>
<td>Human Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>MTR 100</td>
<td>Medical Terminology</td>
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<td><strong>Semester Two</strong></td>
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<td>PTA 112</td>
<td>Physical Therapy Procedures I (1 lecture/1 lab)</td>
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<td>PTA 115</td>
<td>Principles of Therapeutic Exercise (1 lecture/1 lab)</td>
<td>2</td>
</tr>
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<td>PTA 201</td>
<td>Pathophysiology</td>
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</tr>
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<td>PTA 210</td>
<td>Applied Kinesiology (3 lecture/1 lab)</td>
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<tr>
<td>HAP 102</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3</td>
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<tr>
<td>HAP 102L</td>
<td>Human Anatomy &amp; Physiology Lab II</td>
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<td><strong>Semester Three</strong></td>
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<td>PTA 212</td>
<td>Physical Therapy Procedures II (2 lecture/1 lab)</td>
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<td>PTA 215</td>
<td>Interventions in Musculoskeletal (3 lecture/1 lab)</td>
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<td>ENG 101</td>
<td>English Composition I</td>
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<td>CPT 101</td>
<td>Microcomputer I</td>
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<td>CLI 270</td>
<td>Clinical Experience I (40hrs/3wks)</td>
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<td><strong>Semester Four</strong></td>
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<td>PTA 216</td>
<td>Interventions in Neurology (3 lecture/1 lab)</td>
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<td>PTA 217</td>
<td>Topics in Rehabilitation (3 lecture/1 lab)</td>
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<td>PTA 220</td>
<td>Career Readiness</td>
<td>1</td>
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<tr>
<td>PTA 250</td>
<td>PTA Professional Exploration</td>
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<td>ENG 212</td>
<td>Public Speaking</td>
<td>3</td>
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<td><strong>Semester Five</strong></td>
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<td>CLI 280</td>
<td>Clinical Experience II (40hrs/6wks)</td>
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<td>CLI 290</td>
<td>Clinical Experience III (40hrs/6wks)</td>
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<tr>
<td><strong>Total Clinical Hours</strong></td>
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<td><strong>Total</strong></td>
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</table>

**Degree Total** | **71**
Course Descriptions

Descriptions of technical courses in the physical therapist assistant program are listed below. General education course descriptions can be located in the Johnson College Course Catalog and website.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 103</td>
<td>Introduction to Physical Therapy for the Physical Therapist Assistant</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course introduces the student to the physical therapy profession. Topics include history of physical therapy, the variety of physical therapy practice settings, an introduction to the Guide to PT Practice, the Code of Ethics and Standards of Ethical Conduct for the PT/PTA, the laws and regulations that oversee the profession, an introduction to principles of teaching and learning as they apply to patient instruction, the PT/PTA relationship, the PTA/patient relationship, cultural competence, patient confidentiality, and Evidence Based Practice (EBP).</td>
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<tr>
<td>PTA 110</td>
<td>Patient Care</td>
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<tr>
<td></td>
<td>This course introduces students to the skills necessary to provide basic patient management during physical therapy interventions. Topics include assessing/monitoring vital signs, body mechanics, positioning and draping, ROM, bed mobility, transfer techniques, gait training, appropriate selection and use of assistive devices, wheelchair management, and documentation.</td>
<td></td>
</tr>
<tr>
<td>PTA 112</td>
<td>Physical Therapy Procedures I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to the therapeutic use of physical agents. Students will learn about inflammation, pain, tone abnormalities, and mobility limitations and the physical agents commonly used to treat these impairments. Topics studied and applied include superficial heat, cryotherapy, ultrasound, diathermy, therapeutic massage, and basic wound care. Students will learn principles and application techniques. Students will also participate in training and certification for CPR and basic first aid. &lt;br&gt;&lt;em&gt;Prerequisites:&lt;/em&gt; PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100</td>
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<tr>
<td>PTA 115</td>
<td>Principles of Therapeutic Exercise</td>
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<td>This course introduces students to the therapeutic use of physical agents. Students will learn about inflammation, pain, tone abnormalities, and mobility limitations and the physical agents commonly used to treat these impairments. Topics studied and applied include superficial heat, cryotherapy, ultrasound, diathermy, therapeutic massage, and basic wound care. Students will learn principles and application techniques. Students will also participate in training and certification for CPR and basic first aid. &lt;br&gt;&lt;em&gt;Prerequisites:&lt;/em&gt; PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100</td>
<td></td>
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<tr>
<td>PTA 201</td>
<td>Pathophysiology</td>
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<tr>
<td></td>
<td>This course addresses the processes of inflammation and healing and disease processes relevant for the PTA student and practitioner. Topics include pathologies of the immune system, cardiovascular system, respiratory system, musculoskeletal system, neurological system, integumentary system, digestive system, urinary system, and reproductive system, in addition to topics related to neoplasms, the intensive care unit, and the geriatric patient. Students will discuss the medical and pharmaceutical management of these pathologies and the effect on the provision of physical therapy services. &lt;br&gt;&lt;em&gt;Prerequisites:&lt;/em&gt; HAP 101, HAP 101 L, MTR 100</td>
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<tr>
<td>PTA 210</td>
<td>Applied Kinesiology</td>
<td>4</td>
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<tr>
<td></td>
<td>This course delivers an in-depth study of the musculoskeletal system and body movement. Students will learn the principles and techniques of manual muscle testing and goniometry. Students apply biomechanical principles and muscle actions to functional human motion, with attention to applying those principles to gait and postural analysis. &lt;br&gt;&lt;em&gt;Prerequisites:&lt;/em&gt; PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100</td>
<td></td>
</tr>
</tbody>
</table>
PTA 212 Physical Therapy Procedures II 3
This course delivers an in-depth study of the musculoskeletal system and body movement. Students will learn the principles and techniques of manual muscle testing and goniometry. Students apply biomechanical principles and muscle actions to functional human motion, with attention to applying those principles to gait and postural analysis.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, CLI 270

PTA 215 Interventions in Musculoskeletal 4
This course is an integration of previously learned material and new skills/techniques applied to the prevention, treatment, and management of injuries and conditions associated with the musculoskeletal system.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, CLI 270

PTA 216 Interventions in Neurology 4
This course is an introduction to neurorehabilitation for the PTA. Topics include normal movement development across the lifespan, motor control, motor learning, and neuroplasticity, along with the integration of previously learned material and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270

PTA 217 Topics in Rehabilitation 4
This course will explore different topics in rehabilitation including cardio/pulmonary issues, diabetes, amputations, burns, prosthetics/orthotics, gender specific issues, and vestibular issues. This course will provide the students with the opportunity to incorporate their knowledge of treatment procedures and techniques previously learned to specific populations in rehabilitation.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270

PTA 220 Career Readiness 1
This course will provide students with the tools necessary for professional development after graduation, including but not limited to resume writing, interview skills, and preparation for the NPTE for PTA’s.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270

PTA 250 Professional Exploration 2
The purpose of this course is to provide students with the opportunity to solve clinical problems, improve communication skills, and reinforce professional behavior and ethical practice. Students will plan, create, and share an exploratory project with their peers.
Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270

CLI 270 Clinical Experience I 2
This is the first of three clinical experiences that will take place during the first 3 weeks of the students’ third semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During this clinical experience, students should become comfortable with basic patient care skills. During the three weeks, students have the opportunity to participate in direct patient care under the direction and supervision of a licensed physical therapist or physical therapist assistant assigned by the facility.

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Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210

CLI 280  Clinical Experience II  5
This is the second of three clinical experiences that will take place during the first six weeks of the students’ fifth semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During the six weeks, students will have the opportunity to participate in direct patient care under the direction and supervision of a licensed physical therapist or physical therapist assistant assigned by the facility. At this point, students have completed all didactic coursework and should be able to apply those skills to real patient care. In addition to the basic patient care skills, students should be able to implement and progress treatment plans outlined by a physical therapist in a professional manner.

Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270, PTA 216, PTA 217, PTA 220, PTA 250

CLI 290  Clinical Experience II I  5
This final clinical experience will take place after CLI 280 in the fifth semester. The focus of this final clinical experience is to prepare the PTA student to function as an entry-level PTA. During the six weeks, students have the opportunity to participate in direct patient care under the direction and supervision of a licensed physical therapist or physical therapist assistant assigned by the facility. Students have completed all didactic coursework and have completed 360 hours of clinical education experience. As in CLI 270 and 280, students should be competent at all basic patient care skills, at following a physical therapist’s plan of care and at progressing patients as appropriate. They should be independent with documentation and with working under the rules outlined by the APTA and by the specific clinic.

Prerequisites: PTA 103, PTA 110, HAP 101, HAP 101 L, MTR 100, HAP 102, HAP 102 L, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, CLI 270, PTA 216, PTA 217, PTA 220, PTA 250

HAP 101  Human Anatomy and Physiology I  3
This course is the first semester of a medically-oriented study of the structure and function of the human body. It is designed for students specializing in health-related and science programs. Topics include basic biochemistry; basic genetics; cells; tissues; and the integumentary, skeletal, muscular, endocrine and nervous systems. Successful completion of recent high school biology and chemistry courses is highly recommended.

HAP 101L  Human Anatomy & Physiology I Lab  1
This lab is designed to enhance and reinforce topics covered in HAP 101 lecture. Topics will include body organization, cell anatomy, histology and tissues organization, the integumentary system, the skeletal system, the muscular system, and the nervous system. In addition to the lab manual, this course will utilize McGraw Hill’s Anatomy and Physiology Revealed (APR) which is a computerized system that enables students to explore the human anatomy and physiology through the use of a virtual dissection, histological review, and self-paced quizzing. Students may also be required to visit off site facilities for observation of actual cadavers.

HAP 102  Human Anatomy and Physiology II  3
This course is thesecond semester of a medically-oriented study of the structure and function of the human body. Topics include digestive, cardiovascular, respiratory, lymphatic, immune, urinary, reproductive systems and the inclusion of anatomical topography and transverse anatomy.

Prerequisite: HAP 101 & HAP 101 L.

HAP 102L  Human Anatomy & Physiology II Lab  1
This lab is designed to enhance and reinforce topics covered in HAP 102 lecture. Topics will include the blood and circulation, the cardiovascular system, the lymphatic system and immunity, the respiratory system, the urinary system, the reproductive system, the digestive system, and the endocrine system, as well as human development and genetics and metabolic function and nutrition. In addition to the lab
This course will utilize McGraw Hill's Anatomy and Physiology Revealed (APR) which is a computerized system that enables students to explore the human anatomy and physiology through the use of a virtual dissection, histological review, and self-paced quizzing. Students may also be required to visit off site facilities for observation of actual cadavers. Prerequisite: HAP 101 & HAP 101L.

MTR 100 Medical Terminology 1
This course is a survey of the terminology used routinely in the medical environment. It will begin with a learning of the common root words used in constructing medical terms and integrate commonly used medical acronyms and abbreviations. The information will be presented according to anatomical systems. The student will be responsible for knowing the written and auditory recognition of the terminology reviewed.
Required Textbooks

- **PTA 103 Introduction to Physical Therapy for the Physical Therapist Assistant**

- **PTA 110 Patient Care**

- **PTA 112 Physical Therapy Procedures I**

- **PTA 115 Principles of Therapeutic Exercise**

- **PTA 201 Pathophysiology**

- **PTA 210 Applied Kinesiology**

- **PTA 212 Physical Therapy Procedures II**

- **PTA 215 Interventions in Musculoskeletal**

- **PTA 216 Interventions in Neurology**
  Neurorehabilitation Rehabilitation for the Physical Therapist Assistant, Umphred, D.A. & Lazaro, R.T.

- **PTA 217 Topics in Rehabilitation**

- **PTA 220 Career Readiness**
  PTA Content Master Flash Cards, Scorebuilders, Giles, SM, ISBN: 978-1-890989-31-6

- **PTA 250 PTA Professional Exploration**

- **CLI 270, 280, and 290 Clinical Education**

7/28/2015
Grading Scale

<table>
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<tr>
<th>Letter Grade</th>
<th>Numerical Relationship</th>
<th>Quality Points</th>
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<td>92-95</td>
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<tr>
<td>B+</td>
<td>88-91</td>
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<td>C-</td>
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Instructional Methods

In order to provide students with the best opportunity for learning, retaining, and applying the information and skills necessary to perform as competent physical therapist assistants, instructors utilize a variety of instructional methods, including but not limited to:

- Lecture
- Classroom Discussion
- Reading Assignments
- Written Assignments
- Student Presentations
- Case Studies
- Videos
- Role Play
- Faculty Demonstrations
- Small Group Activities
- Hands on Lab Work
- Augmentative Desire 2 Learn Activities
- Guest Lecturers
- Off-site Facility Visits
- Special Patient Population Demonstrations
Off-Site Facility Visits
An off-site facility visit may be a required educational experience for some classes. If a student is unable to attend the field trip, they will need to make individual arrangements with the instructor to develop a make-up plan. Visits will be noted in the course outline and will begin and end at the facility. Students are responsible for their own transportation, and must be professionally dressed (as outlined in the PTA Handbook). A faculty member will be present for all off campus experiences, and must have a list of emergency contacts for the students and a cell phone in case of an emergency. Facilities must provide proof that equipment to be used by the students is operational and safe and has been inspected within one year of the visit. Students are required to complete an Off-site Facility Release Sheet.
Skills Checklists by Course

PTA 110 Patient Care Skills Checklist

Infection Control/Vital Signs
- Proper Hand washing Techniques
- Application/removal of sterile gloves
- Donning/Doffing Appropriate Protective Isolation Equipment
- Temperature
- Respiration
- Pulse
- Blood Pressure
- Pain Scales

Body Mechanics and Posture Education of a Peer
- Lift using Proper Body Mechanics

Height, Weight, Length, & Girth Measurements

Transfers
- Bed Mobility
- Draping and Positioning for patient dignity
- One person-Wheelchair to/from bed- side scoot
- One person-Stand/Pivot & Sliding Board Transfers
- Two person- Wheelchair to/from bed
- Three person-Stretcher to/from bed

Hydraulic Lift Transfers

Application/Adjustment/Injury Prevention/Safety Awareness of Devices/Equipment
- Hospital Bed
- Raised toilet seat
- Canes
- Crutches
- Walkers
- Wheelchair
- Long handled reacher

Static and dynamic Splints

Functional Activities
- Gait Training with walker & rolling walker
- Gait Training with axillary/forearm crutches (variety of patterns)
- Gait Training with Various Canes
- Stair Climbing
- Wheelchair management and mobility(varied surfaces & terrain)
- Wheelchair adjustments for posture and function

PTA 112 Physical Therapy Procedures Skills Checklist

Basic Wound Care
- Application/Removal of Dressings

Ultrasound
- Continuous
- Pulsed

Heat Modalities
- Hot Pack
- Paraffin Bath
Cryotherapy
   Cold Pack/Ice Pack
   Ice Massage
   Vapocoolant Spray
Therapeutic Massage
   Effleurage
   Petrissage
   Tapotement
   Friction
Diathermy
   Short wave pulsed
   Short wave continuous

**PTA 210 Skills Checklist**

**ROM/MMT**
   Shoulder
   Elbow
   Wrist/Hand
   Craniocervical Region
   Trunk
   Hip
   Knee
   Ankle

**PTA 212 Physical Therapy Procedures Skills Checklist**

**Electromagnetic Agents**
   UV
   Infrared

**Traction** (intermittent, sustained)
   Lumbar Mechanical
   Cervical Mechanical

**Electrical Agents**
   E-Stim for pain management
   E-Stim for Muscle Contraction
   E-Stim for Tissue Healing

**Biofeedback**

**Compression**
   Bandaging
   Intermittent compression pump

**Hydrotherapy**
   Contrast Baths
   Whirlpool Tanks

**PTA 215 Interventions in Musculoskeletal Skills Checklist**

Demonstrate hip/knee/ankle/foot/shoulder/wrist/hand exercise interventions including ROM, strengthening, and PRE's, based on the phase of recovery. Progress, adjust, or discontinue an exercise program for a patient with a musculoskeletal impairment based on a patient’s response to interventions or positional changes in order to achieve the intended outcomes as developed by the physical therapist in the plan of care for the following pathologies:
Ankle Sprain
Achilles Tendinopathy
Plantar Fasciitis
Ankle Fx
ACL (operative)
ACL (non-operative)
PCL
MCL
Meniscus Injuries
Patellofemoral Pathology
TKR
Femoral Fx
THR
Pelvic Fx
Rotator Cuff Pathology
Instability
Adhesive Capsulitis
Lateral Epicondylitis
Medial Epicondylitis
Medial Ligament Injury
Carpal Tunnel

Demonstrate and instruct a peer on techniques used for ROM, stretching, and isometric and dynamic stabilization exercises for specific spinal regions and impairments
Lumbar Disc Pathologies
Spinal stenosis
Kyphosis
Scoliosis
Whiplash
Radiculopathy
Thoracic Outlet (Inlet) Syndrome

Instruct a peer/patient about the importance of proper body mechanics and posture to relieve pain and prevent spinal injury
Radiology Student Activities

Educate a peer/patient on movement and weight bearing restrictions following arthroplasty or fixation of the hip
Peer Instruction

Develop and instruct a peer/patient on a HEP designed to improve flexibility, balance/coordination, strength, endurance, or aerobic capacity for a variety of musculoskeletal impairments under the direction and supervision of a physical therapist
Peer Instruction

Communicates appropriately with a peer/patient regarding signs/symptoms/limitations/post-op management
Peer Instruction
PTA 216 Interventions in Neurology
Skills Checklists

Developmental Activities
Developmental Activity Training
Inhibition Techniques
Facilitation Techniques
Gross/Fine Motor Milestones
Righting/Equilibrium Reactions
CVA
  Postural/Task Analysis
  Apply motor learning/NDT principles
  Gait Training
  Transfers
  Functional Training
  Balance/Coordination Training
  Wheelchair/Bed Positioning
Progressive Neuromuscular Disorders
  Therapeutic Exercise
  Functional Training
  Coordination Exercises
  Energy Conservation Techniques
SCI
  Wheelchair Skills/Training
  Gait Training
  Transfers
  Functional Training
  Therapeutic Exercises
  Wheelchair/Bed Positioning
TBI
  Ranchos Los Amigos Levels
  Functional Training
  Therapeutic Exercises

ORTHOTICS
  Donn/Doff
  Instruction on Safe Use

PTA 217 Topics in Rehab Skills Checklist
Airway Clearance Techniques
  Forced Expiratory Technique (FET)
  Active Cycle of Breathing Techniques (ACBT)
  Autogenic Drainage
  Airway Clearance Techniques (Cough)
  Huffing
  Postural Drainage (upper, middle, lower lobes) with Percussion and Vibration
Breathing Exercises
  Diaphragmatic Breathing
  Pursed-lip Breathing
  Segmental Breathing

7/28/2015
Relaxation Exercises (Breathing, movements)

Lymphedema Management
  Compression

Integumentary Management
  E-stim for tissue repair (ESTR)
  Dressing Application/removal
  Positioning

Prosthetics
  Safety Awareness/Injury Prevention
  Stump Wrapping
  Donn/Doff/Care
  Skin Integrity
  Balance/Pre-gait Activities
  Gait Training
  Therapeutic Exercises

Application/Adjustment of Protective/Supportive Devices
  Donn/Doff Variety of Devices

Gender Issues
  Kegel Exercises
IV

PTA Academic
Policies and Procedures
Admission Requirements
SAT scores of 1300 or above (combined scores of Math, Verbal, and Writing)
Act scores 18 or above
GPA 2.5 or higher
1 year of Algebra with a “C” or higher
2 years of English with a “C” or higher
1 year of Biology with a “C” or higher
1 year of Chemistry with a “C” or higher
1 year of an additional life science or physics with a “C” of higher
Observation/Volunteer/Work at a Physical Therapy Clinic for a minimum of 15 hours
Questionnaire
Interview with Program Director
2 Recommendations (1 from a Physical therapist or physical therapist assistant)

Once Admitted:
Proof of health insurance
Proof of required immunizations
Physical examination
Student American Physical Therapy Association Membership (APTA) and Pennsylvania Physical Therapy Association Membership (PPTA) ($80 + $5)
Purchase First Hand Student Kit from APTA ($85.95 with APTA membership)
Clearances (PA Criminal History Check, PA Child Abuse, Fingerprinting, Drug Screening): to be completed in the summer after first year.

Attendance
Class attendance is the student’s responsibility, and the faculty of the physical therapist assistant program strongly encourage consistent attendance at all classes and clinical experiences. Absenteeism negatively impacts the continuity of the educational process and may directly impact the student’s grade. Students are required to notify instructors in advance if an absence is expected via the Class Absence Request Form. Students who are absent on the day of an exam will receive a zero unless previous arrangements have been made with the instructor.

The following attendance policy will be enforced for all PTA classes:
- 3 late arrivals (greater than 10 minutes late) = 1 unexcused absence
- 3 unexcused absences result in decreasing course grade by ½ of a letter grade.
- Missing more than 2 weeks’ worth of class may result in administrative withdrawal from the course.

Laboratory Equipment and Facilities Use
Independent study is encouraged and use of the laboratory facilities and equipment is essential for this.
- Students must sign in and out on the sheet in the lab when using the facilities for additional practice during unscheduled teaching times.
- Students should practice in the company of at least one other PTA student, to ensure safety.
- No Food or drinks are allowed in the laboratory area.
- Students may only use equipment on which they have been previously trained and have an understanding of indications and contraindications.
- A PTA faculty member must be present when electrical equipment is actively used.
- Students must sign in at the front office before using the lab.
• Each student is responsible for the equipment he/she is using.
• No shoes are allowed on treatment tables or floor mats.
• Any damage should be reported immediately to an instructor.
• Upon completion, each student is expected to clean the equipment and treatment area.
• All equipment must be returned to where it belongs.
• Adhere to all safety rules that have been stated during regular class time.
• Arrangements should be made in advance with an instructor if additional instruction time is required.
• No unauthorized visitors are allowed in the PTA lab during class or practice time, in order to ensure students’ privacy.

Safety Policy
All necessary equipment will be inspected annually to ensure it is in safe working order and it is correctly calibrated and maintained.
In order to maintain a safe environment for all students, faculty, volunteers, and patients, students will observe the following guidelines:
• Follow proper hand washing techniques before and after handling equipment, supplies, and patients
• Follow universal blood and body fluid precautions during all patient interactions.
• In the event of spills of blood or other body fluids, gloves should be worn during cleaning/decontaminating and contain waste for proper disposal.
• Ask for assistance if unable to perform an intervention or procedure safely
• Use proper body mechanics and guarding techniques while working with patients
• Know and follow the institution’s emergency procedures
• Adhere to the PTA program’s Electrical Safety Policy (see below)
• Follow established precautions and contraindications
• Follow manufacturer’s instructions for safe use of equipment
• Recognize safety hazards in the environment and take steps to prevent injury.
Failure to follow proper safety standards in the classroom, laboratory, or clinical setting will result in the student being removed from the environment until adequate remediation is completed. Failure to successfully remediate can result in dismissal from the program.

Electrical Safety Policy
The Physical Therapy Assistants Program, in its ongoing efforts to provide for a safe and healthy environment, has developed the following electrical safety practices for its employees and students. The guidelines set forth are intended to reduce the potential of both direct electrical hazards (electric shock injury) and indirect electrical hazards (heat, fire or explosion) causing harm to building or occupants. All employees and students are to receive annual training on and adhere to the electrical safety procedures set forth in this document.

A. General
1. All electrical tools and physical therapy/patient care equipment shall be USED IN ACCORDANCE WITH MANUFACTURER’S RECOMMENDATIONS. IT IS THE RESPONSIBILITY OF THE USER TO READ EQUIPMENT USER’S MANUALS, INCLUDING ALL SAFETY INSTRUCTIONS AND FOLLOW DIRECTIONS.
2. Inspect all electrical tools and equipment periodically for defective or damaged wiring (frayed cords, cut wires, broken or defective plugs and/or switches) and report damaged equipment to your supervisor/instructor. Power cords or plugs that get warm during use should be reported.
3. Do not use defective or damaged electrical tools and equipment; Tag the equipment with the date and message “DO NOT USE” so that others do not attempt to use, and either facilitate repair or discard.

7/28/2015
4. Under no circumstances should electrical (or other) safety features or interlock mechanisms be bypassed or removed.
5. Never remove a plug from a receptacle by pulling on the electrical cord, but rather physically grasp the plug to remove it.
6. All electrical enclosures (switches, receptacles, junction boxes, etc...) shall be fitted with covers or plates.
7. If using a ladder, use only wooden, OSHA-approved, non-metallic and non-conductive ladders when using electrical equipment.
8. Ensure that all individuals have received training appropriate for operation of electrical tools/equipment.
9. Above all, report any perceived unsafe conditions involving electricity or electrical equipment or service by placing a Task Request via Outlook with Facilities Management.

B. Extension Cords
1. Never use extension cords as a substitute for permanent wiring needs (greater than ninety days) or run extension cords above ceilings or through walls. Additional receptacles/outlets can be installed by placing a Task Request via Outlook with Facilities Management.
2. Multiple Power Outlets (“power strips”) used commonly for computer and related equipment usage shall be plugged directly into a grounded wall receptacle. Never plug a power strip into another power strip or extension cord.
3. Do not use extension cords to energize appliances (refrigerators, freezers, microwave ovens, etc...); they must be plugged directly into a grounded wall receptacle.
4. Where extension cord use is permitted, cords shall be arranged in such a manner so as not to create a potential trip hazard, be rated at least fourteen gauge (14 ga) and heavy duty. Never allow sharp objects to come into contact with extension cords.

C. Grounding
1. Use only electrical tools and equipment in the laboratory areas that are grounded (three-prong plug), unless they are labeled as double insulated as indicated by the universal symbol of a square within a square.
2. Electrical adaptors (“cheater” plugs) allowing a three-prong grounded plug to be inserted into an ungrounded receptacle/outlet ARE PROHIBITED.
3. Electrical receptacle/outlets within 6 ft. of a source of water are protected by a ground fault circuit interrupter (GFCI) device.
4. Areas surrounding or leading to control switches, circuit breakers and other electrical panels shall be kept free and clear of any obstruction for a minimum of three feet (36 inches).

D. Equipment Inspection
1. All electrical equipment shall be inspected annually by qualified personnel.

Faculty Responsibility to Students
The faculty of the PTA Program at Johnson College is expected to present themselves as professional role models and to provide students with a quality education in physical therapy.
Faculty is expected to:
- Be punctual for class and be respectful of students’ time by conducting class for the scheduled periods of time.
- Provide students with advance notice if a class needs to be cancelled or rescheduled.
- Prepare lectures and discussion material that is pertinent to the particular topic and present well-organized lab demonstrations as necessary.
Remain in the classroom or lab at all times during the scheduled lecture or lab session, except in the case of an obvious emergency.

Present students with a detailed syllabus for each class including office hours, course objectives, assignments, course outline, required textbooks and other resources, and grading policy.

Treat each student fairly and impartially.

Provide students with the support and challenges necessary to meet course objectives and students’ needs.

Honor office hours and open lab hours.

Adhere to policies and procedures of Johnson College and the PTA program, specifically.

Meet individually with students as necessary to discuss any conflicts, issues, or concerns that may arise.

Remain current with APTA policies and current trends in physical therapy practice, in order to provide students with accurate theories in evidence based practice.

Adhere to the Johnson College Core Values, CAPTE guidelines, the APTA Physical Therapy Code of Ethics and the APTA Standards of Ethical Conduct for the PTA.

**Student Evaluation**

Students are evaluated in didactic course work on the basis of written examinations, quizzes, written assignments, presentations, and practical examination of skills. In order to ensure competence in skills required of an entry-level PTA, as outlined by Commission on Accreditation of Physical Therapy Education, students must pass Skills Checklists and Laboratory Practical Exams for the laboratory portion of each PTA course. See Skills checklist Policy and Laboratory Practical Exam Policy below.

Students’ performances in clinical educational experiences are evaluated on the basis of the APTA Clinical Performance Instrument (CPI). See section VI in this Handbook for more information.

**Skills Checklist Policy**

The patient is the focus of all health related professions, and health care providers must demonstrate competency and safety during all patient interactions. PTA laboratory courses involve direct interaction between students and faculty and provide an opportunity for students to learn and practice skills that will be used in the clinic.

Prior to participating in clinical experiences, students need to demonstrate competency in all skills that may be provided to a patient. Therefore, each laboratory course includes a specific set of skills that have been identified as skills that an entry-level PTA should possess. Demonstrating competency in skills included in each checklist assures the clinical community that the PTA student is competent and safe to interact with patients.

- Skills Checklists are used as a formative assessment in each laboratory course.
- Students will be given the criteria for competency in each skill during each course. A binder with the criteria for all skills can also be found in the PTA administrative office.
- Students MUST demonstrate competency in each skill, as determined by the lab instructor.
- Scheduled times outside of regular class time will be made available for students to demonstrate competency of each skill. It is the student's responsibility to make sure they have completed all skills on the checklist prior to terminal practical examination for each course.
- Students MUST successfully complete each Skills Checklist for laboratory courses in order to pass the course, and progress through the program.
- Students will have the opportunity to practice the skills during lab time and are encouraged to spend extra time on skills as necessary.

Students will be informed of these policies and any other specific information in the syllabus of each course.

7/28/2015
Laboratory Practical Exam Policy

In addition to the skills checklist, practical exams will be used to assess students’ safety and competency level. The practical exam will allow students to incorporate the skills they have learned into a simulated comprehensive treatment session based on physical therapy plans of care.

- Students must pass all lab practical exams with a grade of at least C+ (76%) or better, in order to pass the course and progress through the program.
- Students can retake a practical exam one time.
- Highest possible grade on a retake is the minimum passing grade of 76%.
- Two faculty members will be present for a practical exam retake.

Students will be informed of these policies and any other specific information in the syllabus of each course.

Professional Behavior

In order to ensure that students (and graduates) of the Johnson College Physical Therapist Assistant program conduct themselves in an appropriate manner in the classroom and the clinic, professional behaviors will be assessed each semester during the program using the Johnson College PTA Professional Behavior Skills Assessment. This assessment will be completed during PTA 103, PTA 115, PTA 215, and PTA 250. Guidance will be provided to students on ways to improve and maintain conduct that is in accordance with the Johnson College Code of Ethics and the APTA Standards of Ethical Conduct for the Physical Therapist Assistant. In addition, during clinical education experiences, students will complete the APTA Values-Based Behaviors for the Physical Therapist Assistant Self-Assessment Tool.

Any act of unprofessional conduct by the student (in the classroom or clinic), as described in the Johnson College Academic Code of Conduct and as assessed by the Johnson College PTA Professional Behavior Skills Assessment, will be subject to disciplinary action that can range from a verbal warning up to dismissal from the PTA program.

- When behavior is perceived as inappropriate, the student will be given feedback by the faculty and/or clinical instructor. In the academic setting, the student will be required to complete a Professional Behavior Skills Action Plan and remediate behavior. In the clinical setting, the student will complete a Learning/Professional Behavior Contract.
- Unsuccessful remediation of the behavior(s) may result in disciplinary action up to and including dismissal from the program.

Academic Progression (within PTA Program)

Students are required to show both didactic and clinical progression each semester in order to progress through the Physical Therapist Assistant Program.

- The student MUST PASS each Physical Therapist Assistant didactic course and MTR 100, HAP 101, HAP 101 Lab, HAP 102, and HAP 102 Lab with a grade of at least a C+ (76) or higher.
- In order to successfully pass each PTA course and progress through the program, students must:
  - receive a 76% or higher in each lecture and lab portion of the course
  - receive an overall grade of a 76% or higher
  - achieve a written exam average (written exams + final exam) of 76% or higher
  - complete all skill checklists
  - pass the Practical Exam with a 76% or higher
  - demonstrate appropriate professional behaviors as assessed by the Professional Behavior Assessment Form.

If any of the above criteria are not met, students may Fail the course and will not be able to progress in the PTA program. If students do not obtain a 76 written exam average, but meet all of the other criteria,
the students' grade will be based on the written exam average. A student who fails the practical will receive an F in the course.

- The student **MUST PASS** each of the three clinical education courses (CLI 270, CLI 280, and CLI 290).
- The student **MUST PASS** all laboratory practical exams, with a grade of at least a C+ (76%) or better. (Refer to Lab Practical Policy)
- The student **MUST** demonstrate competency for all skills checklists for all PTA classes. (Refer to Skills Check Policy)
- The student **MUST** maintain a GPA each semester of 2.33 or higher.
- The student **MUST** demonstrate appropriate Professional Behaviors as described above.
- The student **MUST PASS** all clinical education classes.

**Guidelines for Academic Probation**

All students in the PTA program must meet the criteria explained above in order to progress in the program. Students who do not maintain satisfactory academic progress may be placed on academic probation or be terminated from this program. Each case will be individually evaluated by the PTA Program Director. A student in the PTA Program is only allowed probationary status one time for the duration of the program.

- The student must submit a written request to the PTA Program Director to be considered for academic probation.
- In order to repeat a course, you must receive approval from the Program Director.
- A student on academic probation must meet with Student Support Services throughout the probationary period.
- An individual educational plan will be developed which must be followed throughout the probationary period.
- Unsatisfactory progress in a prerequisite course must be successfully repeated before advancing in the program.
- Minimum required grade must be achieved for each subsequent course in every semester.
- Failure to maintain any program requirement will result in dismissal from the program.
- Failure to successfully complete repeated coursework will result in dismissal from the program.

**Graduation Requirements**

In order to graduate from the Physical Therapist Assistant Program at Johnson College, students must meet all requirements.

- Students must complete all Physical Therapist Assistant courses with a grade of a C+ (76%) or higher.
- Students **MUST** complete all necessary Skills Checklists.
- Students **MUST PASS** all required Lab Practical Exams, with a grade of a C+ (76%) or higher.
- Students **MUST PASS** all Clinical Education Experiences.
- Students **MUST** demonstrate appropriate Professional Behaviors as determined by the Johnson College PTA Professional Behavior Skills Assessment.
- Students **MUST** complete 71 credits.
- Students **MUST** meet all financial responsibilities.
- Students **MUST** have a minimum cumulative grade point average of 2.33.
**Readmission**
Readmission to the Physical Therapist Assistant Program will be evaluated on an individual basis.
- Student must submit a letter requesting readmission to the Program Director describing reasons for leaving the program, desire for re-entering the program, and semester of program anticipated to begin.
- Update application and college information as needed.
- Interview with departmental officials to discuss expectations and responsibilities if readmission is granted.
- If tentative readmission is granted, student must maintain requirement for successful progression in program as described under Academic Progression.
- Depending on length of time that has passed, a student may be required to sit in on course lectures and retake Skills Checklists and/or practical exams to assure competency.

**Withdrawal**
A GRADE OF A “W” DOES NOT ACHIEVE THE MINIMUM C+ REQUIREMENT. PLEASE REFER TO THE “DISMISSAL FROM THE PROGRAM” AND “READMISSION TO THE PTA PROGRAM” POLICIES.
Also refer to the Johnson College Student Handbook for policy.
- A student who withdraws from the PTA program may wish to continue at Johnson College and select another major.
- Should the student decide to withdraw from Johnson College, he/she must call the Registrar’s Office 570-702-8990 to inform the College of his/her decision. The student must also complete a Withdrawal Form and submit to the Associate Registrar’s Office. Upon receipt of the form, the administration will promptly notify all appropriate offices.
- Students are responsible for notifying their instructors that they have withdrawn from the college.

**Informed Consent**
The nature of the work of a physical therapist assistant is “hands on,” and in order to learn this work, students must practice skills and procedures on other students and/or faculty members. This requires the student to participate in laboratory activities and act the part of the patient, client, or PTA. Although every effort is made to ensure the safety of the student, there is a possibility that the student may experience some discomfort, physically or emotionally.
As a student in the physical therapist assistant program, one may be asked to participate in the making of audiovisual materials (slides, prints, video tapes, etc.) that will be used for entry-level basic education and continuing education of physical therapist assistants.
Students are asked to sign an Audiovisual Release and an Informed Consent Form in order to fully participate in the PTA Program.

**Confidentiality**
Any and all information concerning patients, customers, and employees of clinical sites or volunteers who demonstrate during class/lab time must be held in strict confidence. Every student is responsible for maintaining confidential information as well as respecting the privacy of our patients, customers, and employees. Confidential information may be released by students under limited circumstances and only to those authorized to receive the information for valid business or medical purposes.
Specifics of this policy include:
Patient/volunteer information may not be looked at, read, displayed, discussed, or made available to others, unless it is necessary for valid business or medical purposes. Doing so will be a violation of the confidentiality policy.

Patient/volunteer information shall only be discussed with the appropriate individuals based on judgment and need to know. Patient information will be communicated for work-related purpose only and shall never be discussed with friends, relatives, or others.

Appropriate clinical discussions must be confined to areas not accessible to the public.

Corridors, cafeterias, or other public areas are not the place for gossip, discussions, or comments about patients, volunteers, or hospital employees.

Breaching confidentiality is a serious offense and will be treated as such. Students found to be in violation of this policy will be subject to the provisions of the disciplinary action policy up to and including the recommendation for immediate termination.

In PTA 101, Introduction to Physical Therapy, students will receive instruction in patient confidentiality, privacy, HIPAA, and patient’s rights.

**Harassment**

As stated in the Johnson College student handbook, the physical therapist assistant program at Johnson College is committed to providing an educational environment that is free of discrimination and unlawful harassment.

- Actions, words, jokes, or comments against gender, race, ethnicity, religion or any other legally protected characteristic will not be tolerated.
- Any staff member, student, or supervisor who becomes aware of possible sexual or other unlawful harassment should promptly advise the program director and/or President of the College.
- Anyone engaging in sexual or other unlawful harassment will be subject to appropriate disciplinary action, including termination of employment or education.
- Students should report any inappropriate incident in or out of the classroom or clinic to an instructor or faculty member, with assurance that the matter will be handled confidentially.
- Students can also confidentially report any incident to the Student Life Office.

**Complaints/Suggestions**

An informal complaint or suggestion may be informally made by filing the PTA Program Complaint/Suggestion Form which can be obtained at the front desk of the PTA Faculty Office located in Health Science Technology Center or online. The form can be turned in at the front desk or submitted online for consideration. For online correspondences go to [http://www.johnson.edu/prospective-students/programs-of-study/health-services/physical-therapist-assistant/](http://www.johnson.edu/prospective-students/programs-of-study/health-services/physical-therapist-assistant/). In order to receive a response, the complainant must provide contact information. This information will only be shared with the parties necessary to resolve the issue. All correspondences will be reviewed by the PTA Program Director and the Senior Director of Faculty. In the event that the issue is not resolved to the satisfaction of the complainant the Chief Academic Officer will review.

**Grievance Policy/Due Process**

The PTA program adheres to the Grievance Policy of Johnson College. Please refer to the Student Handbook, pages 40-47 for information and procedure.
Drug and Alcohol Abuse
Johnson College is a drug-free and alcohol-free campus. Use of any type of tobacco products is allowed only in designated areas. Students who want additional information may contact the Assistant Director of Student Support Services located in the Moffat Building. They will confidentially assist in locating a resource that will assist you. Information on Drug & Alcohol Services may also be obtained from the Pennsylvania Department of Health, PO. Box 90, Harrisburg, PA 17108, 800-932-0912. Refer to Johnson College Student Information Handbook, Disciplinary Sanctions for Drug and Alcohol Violations,(pp. 33-35) for more information.

Health Insurance
All students are required to have personal health care insurance, of which a copy is kept in the student’s clinical folder in the physical therapist assistant office. Health insurance card must be submitted at the start of each year. The student is responsible for all expenses if an injury or illness occur. Students will not be allowed to participate in their clinical affiliation without proof of insurance.

Communicable Illness
Any student who is diagnosed with a communicable disease must report the condition to the program director and academic clinical coordinator within 24 hours of diagnosis. If diagnosed, a student will not be able to participate in didactic or clinical training until documentation from the student’s attending physician is provided stating that student can return without posing danger to self or others.

Student Email and Communication
All students are required to have access to a computer off-campus, and students MUST be able to check their college e-mail account at least once every 24 hours. All students are required to communicate with instructors using their Johnson College e-mail accounts. Instructors will e-mail students via their Johnson College email accounts, ONLY.

Student Focus Group
Students who enter the PTA Program will be required to participate in Student Focus Groups as second year students. These groups will be scheduled to meet in August/September and again during the week prior to graduation from the PTA program. Feedback on program resources, curriculum, faculty, textbooks, and other program quality assurance information will be addressed during these meetings.

Professional Membership
All students in the Physical Therapy Assistant Program are required to be active members in the American Physical Therapy Association (APTA) and the Pennsylvania Physical Therapy Association (PPTA). Upon acceptance into the PTA Program and before the start of the first fall semester, students are required to purchase membership into the APTA and the PPTA, through www.APTA.org, and are expected to renew membership each year. Students are encouraged to attend local chapter meetings or national meetings as able.

Student Record Security and Availability (Buckley Amendment)
It is the policy of the Physical Therapist Assistant Program that all program records kept on each student are available for review by appointment. Records will not be removed from the program office where they are kept
in locked filing cabinets. Students who wish to see their records must request in writing from the Program Director who will make them available for review. Confidential information from the student educational records shall not be disclosed to any individual or agency outside of the program without written consent from the student. The exceptions to this being a lawful court order, subpoena, or request of a site visitor representing the program’s accreditation agency, Commission on Accreditation of Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314-1488 or the College’s accrediting body, the Accrediting Commission of Career Schools and Colleges (ACCSC).
V

Academic Forms
By signing this form, I, ________________________, acknowledge that I have read and understand the information, policies, and procedures specified in the Johnson College Physical Therapist Assistant Program Student Handbook, and I agree to abide by them while enrolled in the Johnson College PTA program. I understand that policies may be updated or replaced, and once notified, I am accountable for the changes. Failure to comply may be grounds for dismissal from the Johnson college PTA program.

I also understand that in order to successfully pass each PTA course and progress through the program, I must:

- receive a 76% or higher in each lecture and lab portion of the course
- receive an overall grade of a 76% or higher
- achieve a written exam average (written exams + final exam) of 76% or higher
- complete all skill checklists
- pass the Practical Exam with a 76% or higher
- demonstrate appropriate professional behaviors as assessed by the Professional Behavior Assessment Form.

Failure to complete any of the above criteria will result in an "F" in the course.

_________________________________________   ______________________
Student’s Signature         Date

_________________________________________   ______________________
Program Director’s Signature        Date
I hereby give permission to the Physical Therapist Assistant Department of Johnson College to allow access to my academic and clinical records by staff, faculty, and members of the Commission on Accreditation of Physical Therapy Education as necessary for the accreditation of the College and the Physical Therapist Assistant Program, and for the fulfillment of my education.

_________________________________________________
Print Student’s Name

_________________________________________________  ________________
Student’s Signature        Date
Johnson College
Physical Therapist Assistant Program
Student Informed Consent

The nature of the work of a physical therapist assistant is “hands on,” and in order to learn this work, students must practice skills and procedures on other students and/or faculty members. This requires the student to participate in laboratory activities and act the part of the patient, client, or PTA. Although every effort is made to ensure the safety of the student, there is a possibility that the student may experience some discomfort, physically or emotionally.

By signing this Informed Consent Form, you are indicating that you are willing to participate in the activities that the instructors deem to be necessary for your educational experience. If you have concerns regarding any activity you are urged to contact the Program Director.

I understand that I will be asked to act as a lab partner during my experiences in the physical therapist assistant program, and I may act as either the PTA or the client. I understand that at times, I may experience some physical or emotional discomfort, but I understand that this participation is required for student learning and I willingly agree to participate.

I, __________________________, fully understand my responsibilities in physical therapist assistant laboratory practice and hereby assume all risks in connection with it. I fully release Johnson College, its agencies and/or employees of responsibility for any injury or damage to me.

___________________________________________
Student’s Name Printed

___________________________________________   __________________
Student’s Signature        Date
Johnson College
Physical Therapist Assistant Program
Class Absence Request

Student Name ___________________________________ Date ____________________________
Class Instructor __________________________________ Course ________________________
Dates Absent from Class ________________________________________________________
Reason for Absence

Plans for Making up Missed Work

___________________________________________ ______________________________
Student’s Signature                          Date

___________________________________________ ______________________________
Instructor’s Signature                        Date

This form should be submitted to class instructor 48 hours prior to the anticipated absence, if possible. If absence is unforeseen, then form must be submitted to instructor on the day you return to class.
Johnson College
Physical Therapist Assistant Program
Student Information/Emergency Contact Release Form

Date: _______________________________ DOB: __________________

Student Name: ________________________________ Student ID #________________

Current Address:_______________________________ Home Phone:__________________

_____________________________________________ Cell Phone:__________________

_____________________________________________ School Email:__________________

I, ____________________________________, hereby give my permission and authorize members of the College and the clinical Staff to contact the following parties’ ______________________________,
_______________________________, and ____________________________________ in the event of any medical emergency or even in which the aforementioned parties of the Johnson College staff deem necessary.

_____________________________________________  ___________________________________
Student Signature        Academic Clinical Coordinator

In case of Emergency Contact:

Name:_______________________________   Name:______________________________

Relationship:__________________________   Relationship____________________________

Telephone #:__________________________   Telephone#: ____________________________
I, ______________________________, understand that as a student in the physical therapist assistant program, I may be asked to participate in the making of audiovisual materials (slides, prints, video tapes, etc.) that will be used for entry-level basic education and continuing education of physical therapist assistants. By signing this form, I agree to participate in the audiovisual taping and to allow the college, the program, and all persons associated with the program to use in classrooms, workshops, meetings, or publications for potential students, donors, or health care professionals. I understand the situations in which these materials may be used and I agree to participate as a volunteer. I waive any possible claim on my part for damages or remuneration in any form in connection with these materials produced.

______________________________________  __________________________
Student’s Signature      Date

______________________________________  _________________________
Witness Signature      Date
Permission for Letter of Reference

I, ________________________________________, authorize the following instructor,  
(Print Student Name)  
________________________________, to include the authorized information outlined below in  
(Print Instructor's Name)  
a Letter of Reference. I understand that this information is not considered directory information and requires my signature for release. I also understand that I may withdraw or change this form at any time.

_____________________________     _______________________
Student Signature       Date

Please check Yes for information requested to be released, or check No to opt out for that particular line:

• GPA: Yes_____ No_____

• Attendance: Yes_____ No_____

• Classroom performance: Yes_____ No_____

• Lab performance: Yes_____ No_____

• # of classes taken with instructor: Yes_____ No_____

• Interpersonal skills: Yes_____ No_____

• Other (specify – if none, write none):

________________________________________________________________________
Off-Site Facility Release Sheet

I, ______________________________, understand that as a student in the PTA Program at Johnson College, I may have to travel to local clinics for demonstration and/or instruction. I understand that it is my responsibility to provide my own transportation to and from the clinic.

_____________________________________ ______________________
Student Signature     Date

_____________________________________ _______________________
PTA Program Director Signature   Date
Johnson College Physical Therapist Assistant Program  
PROFESSIONAL BEHAVIORAL SKILLS ASSESSMENT  
A Physical Therapist Assistant student is expected to exemplify professional behavior at all times. Student behavior will be assessed in the middle of each semester in PTA 103, PTA 110, and PTA 215, and PTA 250.

<table>
<thead>
<tr>
<th>Expected Student Behavior</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates respect/consideration of faculty/peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrives to class/lab on time and is prepared</td>
<td></td>
<td></td>
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<tr>
<td>Accepts and gives constructive criticism</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates professional body language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to PTA dress code in lecture, laboratory, and in clinical situations</td>
<td></td>
<td></td>
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<tr>
<td>Maintains Personal Hygiene</td>
<td></td>
<td></td>
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<tr>
<td>Manages time well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively participates in group discussion and projects</td>
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</tbody>
</table>

If a student demonstrates unacceptable behavior, he/she will be counseled on the behaviors and ways to make improvements and complete and sign an action plan for remediation. If a student fails to comply with expected behaviors outlined in the action plan, dismissal from the program will result. Students must demonstrate acceptable behavior in order to participate in clinical education and graduate.
# PTA Program Professional Behavior Action Plan

**Student:** ____________________________________  **Date:** ______________________________

<table>
<thead>
<tr>
<th>Deficient Behavior</th>
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<table>
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<tr>
<th>Desired Behavioral Outcome</th>
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<table>
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<tr>
<th>Strategies to Improve Behavior/Timeframe</th>
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</table>

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Faculty Signature</th>
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</tbody>
</table>

**Date of Review:** _____________________________

- [ ] We are satisfied that behavioral outcome has been achieved, no further action is warranted.
- [ ] We are not satisfied that behavioral outcome has been fully achieved and will create a new action plan.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Faculty Signature</th>
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7/28/2015
IV
PTA Clinical
Policies and Procedures
Assignment of Clinical Sites

The Academic Coordinator of Clinical Education (ACCE) is responsible for clinical assignments. These assignments are based on availability of sites with current contracts and with the intention to provide all students with experience in a variety of settings. Student placement is based on the individual's educational needs. Students can make suggestions for additional clinical sites, by providing the information to the ACCE, not going directly to the site.

Students will not be placed at a facility that employs a spouse or relative in the physical therapy department or at a facility where the student has worked or volunteered. The students are informed prior to acceptance that they may be expected to drive up to 90 miles from the Johnson College campus.

Current Clinical Contracts

Access Physical Therapy and Wellness
Aegis - Golden Living
Allied Services Rehabilitation Hospital
Allied Services Skilled Nursing and Rehabilitation Center
Barnes Kasson Hospital
Benchmark - Gino Merli Veterans Center
Cawley Physical Therapy
Coordinated Health Systems
Dunmore Healthcare
Geisinger - Community Medical Center
Geisinger - Danville
Geisinger - Healthsouth
Genesis Rehabilitation Services
Good Shepherd Rehabilitation Network
Green Ridge Care Center
Guthrie Healthcare System - Robert Packer Hospital
Hampton House - Manor Care
John Heinz Rehabilitation
Julia Ribaudo Extended Care Facility
Main Street Physical Therapy and Rehabilitation Center
Manor Care Health Services
Maximum Solutions Physical Therapy
Mid Valley Health Care
Modern Therapeutics Physical Therapy
Moses Taylor Hospital
Northeast Rehabilitation - TLC
Nova Care Rehabilitation
Phoenix Rehabilitation and Health Services
Physical Therapy Associates of NEPA
Physical Therapy Specialists
Pocono Medical Center
Pro Care Physical Therapy
Professional Orthopedic Associates
Pro-Rehabilitation
Regional Hospital of Scranton

Riverside Rehabilitation and Nursing Center
Riverside Rehabilitation Outpatient
SPRINT (Sports Injury Treatment Center)
St Joseph's Center
Tannersville Physical Therapy
Viewmont Physical Therapy
Wayne Memorial Rehabilitation
**Grooming/Dress Code**

As students representing Johnson College in the community at the clinical placement sites, students are expected to adhere to the Johnson College Community Code of Ethics. Students are expected to present themselves in a professional manner and follow these general guidelines:

- Student must wear student Physical Therapist Assistant name tag so it is visible at all times.
- A watch with a second hand is required.
- Lab jackets or scrubs may be required by specific clinical sites.
- Pants and a collared shirt (button-down or polo style without large logos or graphic prints) are to be worn.
- No “T-shirts”, sweatshirts, tank tops, sleeveless tops, low cut shirts or midriff shirts are allowed.
- Clothing should be modest and provide “full coverage.” AT NO TIME SHOULDBARE MIDRIFF, CLEAVAGE, GLUTEAL, OR NATAL CLEFT BE VISIBLE.
- Leggings, stretch pants, yoga pants, capris, shorts, or sweatpants are NOT ALLOWED.
- Shoes must have a closed toe and back with a heel no higher than 1.5”. Socks must be worn at all times, and athletic shoes (clean and tied) are not allowed unless recommended by facility.
- Earrings will be confined to the ear lobe. No dangling earrings will be worn. No more than two earrings per ear may be worn and no other visible body piercing is allowed. This includes body piercings, visible through clothing. Examples of body piercing include, but are not limited to, the eyelid, lip, nose, and tongue.
- Hair longer than shoulder length should be neatly tied back.
- Avoid using overbearing fragrances.
- Personal hygiene should be attended to prior to arriving at the site.
- Nails should be short and well-manicured. No artificial nails, extensions, etc.
- Tattoos must be covered.

If the site has a dress code that is more restrictive than the PTA Programs Policy, the student is expected to abide by the clinical site’s dress code.
Drug/Alcohol Consumption

The clinical sites reserve the right to refuse admission to any Physical Therapist Assistant Student who is involved in any activity not considered professional or conducive to proper patient care.

If, in the clinical judgment of the coordinator, instructor, and/or supervisor, evidence exists related to the intake of mind altering substances, the coordinator, instructor, and/or supervisor may remove the student from the clinical area and may request that the student submit to a screening for drugs and/or alcohol at the student’s expense.

Students are required to sign the Student Drug Testing Acknowledgment Form prior to the start of the first clinical education experience.

Any student that is terminated from their clinical site by the hospital/clinic officials due to alcohol or drug use will be immediately dismissed from the program.

Pregnancy

According to the National Institute for Occupational Safety and Health there are certain health hazards that pregnant women should avoid. In addition to strenuous physical labor, pregnant females who have not been appropriately immunized should avoid contact with cytomegalovirus (CMV), human parovirus B (Fifth Disease), Rubella (German Measles), Varicella-zoster virus (Chicken pox), Tuberculosis. The pregnant female health care provider should also use good hygiene practices such as frequent hand washing and the use of universal precautions.

Based on this information and other circumstances as well, it is the student’s choice whether to inform the program director and academic clinical coordinator of the pregnancy. This is Voluntary.

The procedure to disclose pregnancy is as follows:

1. Verbally disclose pregnancy to program director and academic clinical coordinator.
2. Complete Declaration of Pregnancy Form within 48 hours of verbal disclosure.
3. Submit a written note from health care provider containing
   a. Expected due date
   b. Verification you are receiving prenatal care
   c. Any restrictions, particularly lifting limits
   d. Notification of changes in health condition during pregnancy.

The student has the following options concerning clinical education:

1. Continue clinical education without modification or interruption. The student, then, accepts full responsibility for her own actions and the health of her baby. She relieves Johnson College, its faculty, and the clinical site of any responsibilities in case of adverse effects.
2. Take a leave of absence from the clinical assignments during pregnancy. The student and faculty will determine if it is more advantageous to take an incomplete or withdraw from the course. The
length of pregnancy leave will be determined by the student’s attending physician and a written release must be given to the ACCE prior to returning to the clinic. Graduation dates can be affected.

3. Take a leave of absence from the program. If she is in good academic standing and receives the approval of the program director, she can be reinstated into the program at the appropriate semester of the next academic year. Written release from the student’s physician must be given to the Program Director/ACCE prior to returning to the clinical. Graduation dates will most likely be affected.

**Attendance**

Attendance at clinical education experiences is imperative. However, circumstances may present themselves where a student may need to miss a day. For CLI 270, students will be allowed one *EXCUSED* absence. For CLI 280 and CLI 290, students will be allowed two *Excused* absences.

An absence is considered *EXCUSED* if: 1) the student notifies the clinical instructor and the ACCE by phone, email, or text *prior to the start of the day* or in the event that the situation prevents immediate notification, communication is made as soon as possible; and 2) the student completes the **Clinical Absence Form** and submits it to the ACCE within 24 hours of the absence. It is at the discretion of the Clinical Instructor to decide whether the student needs to make up the missed day.

An absence is considered *UNEXCUSED* if 1) no communication is made with the CI or the ACCE; and 2) the **Clinical Absence Form** is not submitted.

In the event that illness results in absence more than the allowed days, a doctor's excuse is required to be submitted to the ACCE within 24 hours.

If a student's excused absences exceed the allowed number, accommodations *may be* made to make up missed time based on the decision of the ACCE and the Clinical Instructor (CI).

If a student is injured during their clinical day, a **Clinical Incident Report** must be completed and submitted to the ACCE within 24 hours of the incident, no matter how trivial the injury may seem. Incident reporting forms can be found in the following locations: Section VII of this handbook and in the Physical Therapist Assistant Faculty office.

**Required Documentation to Attend a Clinical Site**

The following paperwork is required in completion prior to the start of the semester when the students participate in the first clinical experience. According to the program outline, all documentation is due prior to the start of the third semester. A copy of all documentation should be submitted to the ACCE to be filed in a locked file cabinet in the PTA Faculty Office. Some facilities may require additional documentation and tests, which must be completed prior to attending that site.

- Student Information Sheet
- Student Health Form
- Yearly two-step PPD (Tuberculosis) screening is required. Chest x-ray is required for a positive test. *
As per the Center for Disease Control Vaccination Recommendations* for healthcare personnel, it is recommended that students receive the following vaccines:

- **MMR**: For healthcare personnel (HCP) born in 1957 or later without serologic evidence of immunity or prior vaccination, give 2 doses of MMR, 4 weeks apart.
- **Chicken Pox (Varicella)**: For HCP who have no serologic proof of immunity, prior vaccination, or history of varicella disease, give 2 doses of varicella vaccine, 4 weeks apart. History of the disease, proof of the vaccine or laboratory evidence of immunity.
- **Hepatitis B**: 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). Give IM. Obtain anti-HBs serologic testing 1–2 months after dose #3.
- **Influenza**: 1 dose of influenza vaccine annually. Give inactivated injectable influenza vaccine intramuscularly or live attenuated influenza vaccine (LAIV) intranasally.
- **Tetanus, Diphtheria, Pertussis**: Give a one-time dose of Tdap as soon as feasible to all HCP who have not received Tdap previously. Give Td boosters every 10 years thereafter.
- **Meningococcal**: Give 1 dose to microbiologists who are routinely exposed to isolates of *N. meningitidis*.

- Criminal Background Check, Child Abuse Clearance, Finger Printing - Required Annually. Successful completion of the PTA Program requires participation in clinical experiences. Students can only be placed in clinical sites after a background check at their expense, has been completed which discloses they do not present a criminal history.
- Proof of Health Insurance
- CPR (Cardiopulmonary resuscitation) certification from an accredited provider is required. Only the following two courses are acceptable:
  - American Heart Association Health Care Provider
  - American Red Cross Professional Rescuer
- Drug/Alcohol Screening

*Please refer to the Center for Disease Control and Prevention website at [www.cdc.gov](http://www.cdc.gov) for more information on the importance and recommendations for TB testing and appropriate vaccinations.

**Liability Insurance**

Liability insurance is provided for all PTA students for the time they are enrolled in a clinical course by Johnson College in the amount of $1,000,000 per incident/ $3,000,000 aggregate to cover their own actions while working within the scope of their learning experience. The Business Office of Johnson College sends a certificate of liability insurance to all affiliating clinical centers at the beginning of each calendar year.

**Confidentiality**

Any and all information concerning patients, customers, and employees of clinical sites must be held in strict confidence. Every student is responsible for maintaining confidential information as well as respecting the privacy of our patients, customers, and employees. Confidential information may be released by students under limited circumstances and only to those authorized to receive the information for valid business or medical purposes.

7/28/2015
Specifics of this policy include:

- Patient information may not be looked at, read, displayed, discussed, or made available to others, unless it is necessary for valid business or medical purposes. Doing so will be a violation of the confidentiality policy.
- Patient information shall only be discussed with the appropriate individuals based on judgment and need to know. Patient information will be communicated for work-related purpose only and shall never be discussed with friends, relatives, or others.
- Appropriate clinical discussions must be confined to areas not accessible to the public.
- Corridors, cafeterias, or other public areas are not the place for gossip, discussions, or comments about patients or hospital employees.
- Breaching confidentiality is a serious offense and will be treated as such. Students found to be in violation of this policy will be subject to the provisions of the disciplinary action policy up to and including the recommendation for immediate termination.

In PTA 101, Introduction to Physical Therapy, students will receive instruction in patient confidentiality, privacy, HIPAA, and patient’s rights. Students will sign a confidentiality statement (included in VII – Clinical Education Forms of this handbook).

**Accurate Representation and Patient Informed Consent**

Students MUST always appropriately identify themselves as a “Student Physical Therapist Assistant.” Students MUST wear an identification badge at clinical sites, and students MUST always introduce themselves to patients/clients as a student and request permission from the patient/client to treat. Students are educated about the patients’ right to refuse treatment from a student and must be respectful of the patient’s choice.

Students will sign a confidentiality statement (included in VII – Clinical Education Forms of this handbook) prior to the start of clinical education course indicating they have been made aware and intend to follow this procedure.

**Clinical Performance Evaluation**

Student’s performance in the clinic is evaluated by the clinical instructor using the APTA Clinical Performance Instrument (CPI). For CLI 270, students will formally be evaluated at the conclusion of the 3 weeks, but for CLI 280 and CLI 290, students will be evaluated at the end of week 3 and at the end of week 6. Refer to the course syllabi for the specific grading criteria. Students will also self-evaluate using the APTA Values Based Behaviors for the PTA tool.

In the event that a Clinical Instructor indicates areas of "Significant Concerns” on the CPI, a conference with the student, the CI, and the ACCE will be scheduled to discuss implementing a Learning/Professional Behavior Contract Grid, which can be found in “Forms”, Section VII, page 69 of this handbook.

If the student does not successfully meet the outcome(s) of the Learning/Professional Behavior Contract Grid within the established timeframe, the student will not pass that particular clinical experience. The PTA Program
Director and the ACCE will meet with the student to determine if the student will be allowed to repeat the clinical experience at a later date. In order to successfully complete the PTA Program, students cannot repeat more than one clinical experience. **Failure of subsequent clinical experiences will result in dismissal from the program.**

In addition, students are required to present an in-service for CLI 280 and CLI 290. These presentations will be assessed by the clinical instructor.

**Clinical Grading**

The **ACCE is responsible for grading the clinical education courses** as “PASS” or “FAIL” based on the information provided by the clinical instructor on the CPI and in additional documentation, which includes journal entries, clinical timesheets, clinical objective forms, and the Value Based Behaviors for the PTA Self-Assessment tool. Refer to syllabi for submission guidelines. Grades will be assigned only after completed and signed documentation (including time sheets, objective sheets, and weekly logs) has been obtained. **Failure to submit all paperwork on time will result in a grade of an incomplete, and the student will not be able to progress through the curriculum.**

Prior to determining a grade, the ACCE will investigate any inconsistencies between the clinical instructor’s and the student’s report.

In the event that the student should not pass a clinical experience, he/she will be given ONE opportunity to repeat that clinical experience. **Failure of subsequent clinical experiences will result in failure from the program.**

**Clinical Timesheets**

Students are required to complete the weekly **Clinical Timesheet** (included in III Forms of this handbook), have the CI sign, and submit to the ACCE by 12 noon on Monday of following week.

**Clinical Objectives**

Students are required to develop three clinical objectives for each clinical experience. These objectives should be specific to areas of weakness or limited clinical experience. These objectives should be written prior to the start of each clinical affiliation and reviewed with the clinical instructor during the first week in order to finalize.

Objectives should be reviewed weekly, and revised if necessary by both the student and the clinical instructor. Progress towards achieving these objectives should be tracked on the form included in this handbook.

**Journal Entries**

Students are required to complete a journal entry each week reflecting on experiences in the clinic. Entries can include:

- The diagnoses of patients seen
- Highlights of the week
- Low points of the week
- Discussions that took place between the student and the CI
- Progress towards clinical objectives.

It is the student’s choice whether to share these entries with the clinical instructor, but the entries **do** need to be submitted to the ACCE (email) by 12 noon on the Monday following the completed week.
VII
Clinical Education
Forms
# Student Clinical Objectives

Name: ___________________________  Clinical Course #: __________________

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Date Written</th>
<th>Dates Reviewed</th>
<th>CI Initials</th>
<th>Action Taken</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Comments:

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7/28/2015
Johnson College
Physical Therapist Assistant Program
Clinical Timesheet

NAME:___________________________________ COURSE # ____________________________

WEEK:_____________________ THROUGH________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Time In</th>
<th>Lunch Time In</th>
<th>Lunch Time Out</th>
<th>Time Out</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Saturday</td>
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</tbody>
</table>

Week total _______________

Please check box if student or CI requests contact with ACCE.

I agree that the information above is accurate.

_______________________________   ________________
Student’s signature      Date

______________________________   ________________
Clinical Instructor Signature     Date
Name: ________________________________ Date: __________________
Clinical Course #/Facility: ______________________ Week #: ________________
CI’s Name: ___________________________________

Entry:

<table>
<thead>
<tr>
<th>Topic Discussion (Diagnoses seen, new skills learned, Highlights, Low points, discussions with CI):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Progress towards Objectives:

| Any actions taken toward meeting clinical objectives:                                         |
|                                                                                               |
Johnson College
Physical Therapist Assistant Program
Clinical Absence Request/Report

Student Name: ___________________________ Date: _________________________

Clinical Instructor: ___________________________

Clinical Site: ___________________________

Dates Absent from Clinical: ___________________________

Reason for Absence

________________________________________________________________________

________________________________________________________________________

Plans for Making up Missed Work

________________________________________________________________________

________________________________________________________________________

Student’s Signature ___________________________ Date ___________________________

Clinical Instructor’s Signature ___________________________ Date ___________________________

Academic Coordinator of Clinical Education ___________________________ Date ___________________________

This form should be submitted to clinical instructor and ACCE 48 hours prior to the anticipated absence, if possible. If absence is unforeseen, then form must be submitted to clinical instructor and ACCE on the day you return to the clinic.

7/28/2015
Johnson College
Physical Therapist Assistant Department
Declaration of Pregnancy Form

To Whom It May Concern:
I, ________________________, wish to declare that I am pregnant. My estimated due date is ________________________.

In making this declaration, I choose the following option concerning my pregnancy:

1-Continue in the program without modification
2-Leave of absence from the clinic only
3-Leave of absence from the program.

I also give permission that the appropriate staff in the clinical settings will be given a signed copy of the form so that they are made aware of my pregnancy.

____________________________________  ____________________
Student’s Name Printed     Date

_____________________________________
Student’s Signature

Receipt of Declaration Acknowledged

___________________________________   ____________________
Program Director Signature     Date

___________________________________   ____________________
Academic Clinical Coordinator Signature   Date
Johnson College
Physical Therapist Assistant Program
Confidentiality Statement

I understand that I will have access to confidential health information while enrolled in the Clinical Education Courses of the Physical Therapist Assistant program and/or when observing patient care in the clinical setting. I understand that this patient information is private and must be kept confidential. Furthermore, unauthorized release of this information is punishable by law. I will abide by all policies, procedures, rules, and regulations related to the Health Insurance Portability and Accountability Act (HIPAA), as well as any additional policies and procedures of the facility where I am assigned.

____________________________________  ___________________________
Student Name Printed      Date

____________________________________
Student Signature
Johnson College
Physical Therapist Assistant Program
Notice of Patient Informed Consent

I understand that I must always introduce myself, as a student physical therapist assistant to patients/clients and that I must request permission to treat them. In addition, I understand that the patient/client has the right to refuse services that are provided by a student physical therapist assistant, and that I will be respectful of their choice.

_______________________________________  __________________________
Student’s Name Printed      Date

_______________________________________
Student’s Signature
Johnson College
Physical Therapist Assistant Program
Student Drug Testing Acknowledgement Form

Clinical facilities may require a drug-screening test to be performed on any student prior to entering their facility. Depending on your clinical assignment and the individual facility policies, you may be required to participate in a drug screening process. Please be advised that drug screenings can be requested of students at the beginning of each assignment and/or randomly throughout the clinical experience.

*Any student that is terminated from their clinical site by the hospital/clinic officials due to alcohol or drug use will be immediately dismissed from the program.*

______________________________  __________________
Print Student’s Name               Date

______________________________  __________________
Student’s Signature              Date

______________________________  __________________
Clinical Coordinator’s Signature  Date
Johnson College
Physical Therapist Assistant Program
Clinical Incident Documentation Form

Student Name:_________________________________________________________________

Date and Time of Incident: _______________________________________________________

Clinical Site: ___________________________________________________________________

Clinical Instructor:______________________________________________________________

Description of Incident:
____________________________________________________________________________

____________________________________________________________________________

Action Taken (If any):
____________________________________________________________________________

____________________________________________________________________________

Student Signature __________________________________________ Date

Clinical Instructor Signature _________________________________ Date

Program Director Signature _______________________________ Date

7/28/2015
Johnson College
Physical Therapy Assistant Program
Tuberculin (TB) Skin Test Verification

Student Name __________________________________________
Student Address ________________________________________
____________________________________________________________________________________________________

BASELINE TWO-STEP PPD skin test required.

Facility where TB test was provided: ________________________________________________

Initial PPD Skin Test If negative. 2\textsuperscript{nd} PPD skin test

Site of TB Test (Right vs Left)

Date_________________

Result _____ mm of induration _____ mm of induration

Negative or Positive

______________________________________________________________________________

Signature of Person Reading TB Test

For those who have had a Positive PPD skin test in the past.

- Date of + Test ______________
- Attach Copy of Chest x-ray Results obtained since the + Test.
- Attach healthcare provider documentation of any TB treatment, history of BCG Vaccination, and absence of TB symptoms.

*If TB Test is Positive, a chest x-ray report must be attached to this form.

Student Signature_______________________________ Date:______________________________
Johnson College

Physical Therapist Assistant Program

Pertussis Vaccination/Declination Form

I have reviewed the information concerning the Pertussis bacteria and the Pertussis vaccination on the Center for Disease Control and Prevention Website, and I understand the benefits and risks involved with receiving the vaccines. I understand the risks associated with contracting the disease while caring for clients during my clinical courses.

__________________________________  ____________________
Student Signature      Date

Directions: Complete ONE of the sections below.

--- Pertussis Vaccination ---
_____ I will obtain the vaccine at my own expense and show documentation when completed.
_____ I have received the Pertussis vaccine and have attached documentation.

--- Declination of Pertussis Vaccine ---
I understand that I may be at risk of contracting Pertussis due to my occupational exposure to infectious materials. I have reviewed the recommendations for vaccinations of healthcare providers by the Center for Disease Control and understand that the expense of the vaccine would be my responsibility. However, I decline the Pertussis vaccine at this time.

Additionally, I understand that if I contract pertussis, I would be required to miss clinical days, which would need to be made up.

Furthermore, I understand that neither Johnson College nor the facility are responsible for the payment or provision of my health care should I become exposed to the Pertussis bacteria.

_________________________________
Student Printed Name

__________________________________  __________________________
Student Signature     Date

__________________________________  __________________________
Witness Signature     Date
Johnson College
Physical Therapist Assistant Program

Hepatitis B Vaccination/Declination Form

I have reviewed the information on the Center for Disease Control and Prevention Website concerning Hepatitis B virus (HBV) and the vaccine, and I understand the benefits and risks involved with receiving the vaccines. I understand the risks associated with contracting the disease while caring for clients during my clinical courses.

_______________________________   _____________________
Student Signature      Date

Directions: Complete ONE of the sections below.

**Hepatitis B Vaccination**

_____ I will obtain the vaccine at my own expense and show documentation when each phase is completed.

_____ I have received the Hepatitis B vaccine and have attached documentation.

**Declination of Hepatitis B Vaccine**

I understand that I may be at risk of contracting HBV due to my occupational exposure to infectious materials. I have reviewed the recommendations for vaccinations of healthcare providers by the Center for Disease Control and understand that the expense of the vaccine would be my responsibility. However, I decline the Hepatitis B vaccine at this time.

Furthermore, I understand that neither Johnson College nor the facility is responsible for the payment or provision of my health care should I become exposed to or acquire Hepatitis B.

__________________________________  ___________________
Student Printed Name     Date

__________________________________  ___________________
Student Signature     Date

__________________________________  ___________________
Witness Signature     Date
Student Name:________________________________________  Clinical # _____________________
Address:_____________________________________________  Phone # _______________________
Email; _______________________________________________
Dates of Clinical Assignment: ____________________________

The student above has been assigned to your facility. The student will attend your facility Monday through Friday for forty hours per week during the dates mentioned above.

The following documentation will be provided by Johnson College approximately two months prior to the start of the clinical:
- Health Examination Form
- Proof of Student Health Insurance
- CPR Certification
- HIPAA Confidentiality Form
- TB Skin Test Results
- Proof of vaccination or waiver for the following
  - Hepatitis B
  - MMR
  - Varicella
  - Influenza
  - Tetanus, Diphtheria, Pertussis

The student will provide the following documentation upon request of facility:
- Background checks
  - FBI clearance
  - PA State Background Check
  - Child Abuse Clearance
- Drug Screening

This documentation will also be on file with the program. If you require additional documentation from the student, please contact me and I will see that it is complete prior to their arrival.

Students are required to write three specific objectives to work towards accomplishing during this affiliation. Your input is strongly encouraged and recommended. Objectives should be reviewed and modified periodically by the clinical instructor and the student.

Thank you for your support of Johnson College’s Physical Therapist Assistant Program. Please contact me if you have any questions or concerns at 570-702-8992 or nfabricatore@johnson.edu.

Sincerely,

Nicole Fabricatore, PTA, BS
Student Conference Form

Student Name: __________________________
Clinical Site: ___________________________
Clinical Instructor: ______________________

Reason for Conference (Description of specific incident/behavior):

Remediation plan (if needed refer to Learning/Professional Behavior Contract Grid):

_________________________________     _____________
Student                               Date

_________________________________     _____________
Clinical Instructor                  Date

_________________________________     _____________
ACCE                                  Date

Johnson College
Physical Therapist Assistant Program
## Johnson College

### Physical Therapist Assistant Program

#### Learning/Professional Behavior Clinical Contract Grid

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Facility: __________________________</th>
</tr>
</thead>
</table>

**Areas of need/strengths:**

<table>
<thead>
<tr>
<th>Expected outcomes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student plans for achieving outcomes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Clinic plans for assisting student:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>ACCE</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Clinical Instructor</th>
<th>Date</th>
</tr>
</thead>
</table>

7/28/2015
Johnson College

Physical Therapist Assistant Program

Re-Assessment of Student Performance

Student Comments:

Clinical Instructor Comments:

Outcomes met? Y or N

____________________________________  ______________
Student       Date

____________________________________  ______________
Clinical Instructor      Date

____________________________________  ______________
ACCE        Date

7/28/2015
Johnson College
Physical Therapist Assistant Program
In-Service Evaluation Form for Clinical 280 & 290

Student’s Name: ____________________________  Date____________________
Facility Name:_______________________________________
Presentation Topic: _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Score (Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The topic was relevant.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Effective audio/visual aids were used.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The in-service met time requirements. (CI to determine)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The student was prepared and organized to present the topic.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The student was knowledgeable about the topic.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The student was able to effectively answer questions.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Score:           /30

Comments:

Clinical Instructor: ________________________________
Johnson College
Physical Therapist Assistant Program
Patient Survey

Please answer the following questions about the student physical therapist assistant who has worked with you. Circle the number that applies most closely to how you feel about the student. This survey is confidential. Return survey to student or Clinical Instructor (supervising therapist or assistant) when completed.

1. The student was polite, courteous and compassionate.

   Agree
   5  4  3  2  1
   Disagree

2. The student appeared to be competent at what he/she was doing.

   Agree
   5  4  3  2  1
   Disagree

3. The student was attentive to your needs.

   Agree
   5  4  3  2  1
   Disagree

4. The student explained the treatment you received.

   Agree
   5  4  3  2  1
   Disagree

5. Overall, were you satisfied with the care you received from this student?

   Agree
   5  4  3  2  1
   Disagree