

Physical Therapist Assistant Program Student Handbook



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TABLE OF CONTENTS

	PAGE
I. Introduction	4
a. Welcome	5
b. Career Opportunities	6
c. Accreditation Status	6
d. Certification/Licensure	6
e. Essential Functions of the Physical Therapist Assistant Student	7
f. Students with Disabilities	8
II. Johnson College General Information	9
a. Johnson College Accreditation, Mission, Vision, & Core Values	10
b. Non-discrimination Policy	10
c. Academic Code of Conduct	11
d. Academic Honors/Recognition	11
e. Community Code of Ethics	12
III. Physical Therapist Assistant (PTA) Academic Information	13
a. PTA Program Mission & Goals	14
b. PTA Student Learning Outcomes	14
c. Philosophy	15
d. Degree Awarded	15
e. Education Plan	16
f. Program Outline	17
g. Course Descriptions	18
h. Required Textbooks	22
i. Grading Scale	23
j. Instructional Methods	23
k. Off-site Facility Visits	24
IV. PTA Academic Policies & Procedures	25
a. Attendance	26
b. Laboratory Equipment and Facilities Use	26
c. Safety Policy	26
d. Electrical Safety Policy	27
e. Faculty Responsibility to Students	28
f. Student Competency Policy	28
g. Written Exam Policy	29
h. Skills Checklist Policy	29
i. Critical Safety/Performance Elements	30
j. Laboratory Practical Exam Policy & Instructions	31
k. Professional Behavior	32
l. Reprimand Policy	32
m. Academic Progression	33
n. Guidelines for Academic Probation	33

o.	Graduation Requirements	33
p.	Readmission	34
q.	Withdrawal	34
r.	Informed Consent	34
s.	Confidentiality	35
t.	Harassment	35
u.	Complaints/Grievance Procedures	35
v.	Due Process	36
w.	Drug & Alcohol Abuse	36
x.	Communicable Illness	36
y.	Student Email and Communication	36
z.	Student Focus Group	36
aa.	Professional Membership	36
bb.	Student Record Security	37
V.	Academic Forms	38
a.	Student Handbook Signature Sheet	39
b.	Records Release Sheet	40
c.	Student Informed Consent	41
d.	Class Absence Request	42
e.	Student Information /Emergency Contact Sheet	43
f.	Audiovisual Release	44
g.	Permission for Letter of Reference	45
h.	Off-Site Facility Release Sheet	46
i.	Professional Behavior Skills Assessment	47
j.	Professional Behavior Action Plan	48
VI.	PTA Clinical Policies and Procedures	49
a.	Assignment of Clinical Sites	50
b.	Student Requirements to Participate in Clinical Education	50
c.	Current Clinical Contracts	50
d.	Process for Review of Clinical Contracts	51
e.	Process for Request of Clinical Sites	51
f.	Requirements for Clinical Instructors	52
g.	Required Documentation to Attend a Clinical Site	53
h.	Health Insurance	54
i.	Grooming/Dress Code	54
j.	Attendance	54
k.	Drug/Alcohol Consumption	55
l.	Pregnancy	55
m.	Liability Insurance	56
n.	Confidentiality	56
o.	Accurate Representation & Patient Informed Consent	57
p.	Clinical Performance Evaluation	57
q.	Clinical Grading	57

r.	Clinical Objectives/Journal Entry	58
VII.	Clinical Education Forms	59
a.	Student Clinical Objectives	60
b.	Clinical Timesheet	61
c.	Clinical Journal Entry	62
d.	Clinical Absence Request/Report	63
e.	Declaration of Pregnancy Form	64
f.	Confidentiality Statement	65
g.	Notice of Patient Informed Consent	66
h.	Student Drug Testing Acknowledgement Form	67
i.	Clinical Incident Documentation Form	68
j.	TB Skin Test Verification	69
k.	Pertussis Vaccination/Declination Form	70
l.	Hepatitis B Vaccination/Declination Form	71
m.	Clinical Experience Assignment	72
n.	Student Conference Form	73
o.	Learning/Professional Behavior Clinical Contract Grid	74
p.	Re-Assessment of Student Performance	75
q.	In-service Evaluation Form – Clinical 280 & 290	76
r.	Patient Survey	77

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 excellence requires 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 40 percent from 2014 to 2024, with an increase of more than 51,000 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.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Physical Therapist Assistants and Aides, on the Internet at <http://www.bls.gov/ooh/healthcare/physical-therapist-assistants-and-aides.htm> (visited *May 2017*).

Accreditation

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

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>

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. Demonstrate the motor planning and coordination required to provide physical therapy services to patients. This can include, but is not limited to, moving or positioning patients and equipment, lifting, carrying, pulling, and guiding equipment, patients, and accessories with assistance. In addition, student must be able to walk and move with ample agility to provide safe guarding during ambulation, transfers, and procedures for patients.
 - c. A student must possess adequate observation and sensory skills to observe patients, collect and interpret data, and respond to warning or emergency sounds.
 - d. Students must be also be able to tolerate a variety of sights and sounds.
 - e. Sufficient Auditory Ability to recognize and respond to verbal communication and to equipment alarms. Students must be able to tolerate noisy environments with numerous distractions.
 - 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. Also, the nature of the work of a PTA is “hands on” and students must be comfortable not only palpating anatomical structures and monitoring vital signs, but also working closely with others in their “personal space.”
 - h. Sufficient Verbal Skills to communicate effectively in English, verbally and in written formats with faculty, peers, patients, families, and other health care professionals. Communication includes not only speech, but also reading and writing. Student must be able to speak intelligibly, to hear adequately, and to observe closely patients in order to elicit and transmit information. A student must possess reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients’ requirements and provide clinical care for patients. The student must be capable of completing appropriate medical records, documents, and plans according to protocol and in a timely manner.
2. A student must be able to make clinical judgments using critical thinking, which requires the emotional maturity and stability to approach highly stressful situations in a calm and rational manner.
3. A student must be able to meet all class standards for course completion.
4. 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 must adhere to the Standards of Ethical Conduct for the PTA set forth by the American Physical Therapy Association.

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 the Counselor/Manager of Disability Services at 570-702-8956 to discuss the accommodations process.

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 provides real-world hands-on learning in a caring environment and prepares graduates to enter into or advance their careers.

Vision Statement

Johnson College: Innovating. Partnering. Advancing.

Johnson College's Shared Values

Initiate – Have the GUTS to take risks, the GRIT to demonstrate your passion and feel the GLORY of your achievement.

Participate – Have the GUTS to speak up, the GRIT to get involved and feel the GLORY of your achievement.

Endure – Have the GUTS to overcome challenges, the GRIT to go the distance and feel the GLORY of our resilience.

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 Senior Director of Academic Initiatives
3. Referral to judicial authorities
4. Written notification to the student's technical/clinical department chairperson

Penalties imposed by the Senior Director of Academic Initiatives 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/Outcomes

The goals of the Johnson College Physical Therapist Assistant Program are as follows:

1. To prepare graduates to meet the professional and licensure requirements necessary to function as entry-level PTA's under the direction and supervision of a physical therapist in a variety of clinical settings.

Student Learning Outcomes:

Outcome #1: Students/graduates 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 profession of physical therapy.

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

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

Outcome #4: Students/graduates will recognize when interventions should be modified or not 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/graduates will communicate effectively with other health care providers and with patients, family members, and caregivers in order to achieve patient outcomes based on the physical therapy plan of care.

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

Outcome #7: Students/graduates will complete thorough, accurate, logical, concise, timely, and legible documentation that meets the requirements of the facility.

Outcome #8: Graduates will pass the NPATAE at a rate consistent with CAPTE requirements within one year of graduation.

Outcome #9: Graduates who seek employment will be employed in the field within one year of graduation.

2. To ensure that educators of the program, both didactic and clinical provide instruction and guidance that meets the needs of the students and the program.

Outcome #1: Faculty will maintain current licensure in PA.

Outcome #2: Faculty will participate in continuing professional competence related to teaching responsibilities.

Outcome #3: Faculty will utilize effective instructional methods during didactic, laboratory, and clinical courses.

3. To provide students with a curriculum and resources that are current and in compliance with standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE), by the American Physical Therapy Association (APTA), by the PA Physical Therapy state practice act, and by the institution.

Outcome #1: The curriculum will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure it is aligned with current requirements and practice trends.

Outcome #2: The program resources will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure adequacy to meet the needs of the program.

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.

Degree Awarded

The Associate in Science (A.S.) degree is awarded to students who successfully complete all of the requirements of the Physical Therapist Assistant program and graduate.

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 (POC) developed by a PT 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. These components, along with a strong emphasis on professional competence and lifelong learning, are threaded through the Johnson College PTA curriculum as described below.

The curriculum plan utilizes a variety of instructional methodologies including discussion, case studies, role-play, and technology to incorporate active learning strategies in a social environment that requires students to utilize past learning experiences. The program sequence introduces students to general education coursework early in the curriculum, which then lays the foundation for program specific content in the third, fourth and fifth semesters.

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, second and third semesters. In the fourth semester, 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 during their introduction course 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 introduction course, and students will be required to use and develop these skills in subsequent courses.

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 introduction course, 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

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
Semester 1		
HAP 101	Human Anatomy & Physiology I	3
HAP 101L	Human Anatomy & Physiology I Lab	1
CPT 101	Microcomputers	3
ENG 101	English Composition	3
MTR 100	Medical Terminology	1
SS 101	Student Success Seminar	1
	Total Credits	12
Semester 2		
HAP 102	Human Anatomy & Physiology II	3
HAP 102L	Human Anatomy & Physiology Lab II	1
ENG 212	Public Speaking	3
MAT 121	Introduction to Statistics	3
PSY 101	General Psychology	3
	Total Credits	13
Semester 3		
PTA 103	Introduction to Physical Therapy for the Physical Therapist Assistant	2
PTA 110	Patient Care	3
PTA 112	Physical Therapy Procedures I	2
PTA 115	Principles of Therapeutic Exercise	2
PTA 201	Pathophysiology	3
PTA 210	Applied Kinesiology	4
	Total Credits	16
Semester 4		
CLI 270	Clinical Experience I (integrated 1 day/week for 15 weeks)	2
PTA 212	Physical Therapy Procedures II	3
PTA 215	Interventions in Musculoskeletal	4
PTA 216	Interventions in Neurology	4
PTA 217	Topics in Rehabilitation	4
PTA 250	Professional Exploration	2
	Total Credits	19
Semester 5		
CLI 280	Clinical Experience II (40hrs/6wks)	5
CLI 290	Clinical Experience III (40hrs/6wks)	5
PTA 220	Career Readiness	1
	Total Credits	11

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.

Course No.	Course Title	Credits
PTA 103	Introduction to Physical Therapy for the Physical Therapist Assistant	2
	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). <i>Prerequisites:</i> Completion of all general education requirements.	
PTA 110	Patient Care	3
	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. <i>Prerequisites:</i> Completion of all general education requirements.	
PTA 112	Physical Therapy Procedures I	2
	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. <i>Prerequisites:</i> Completion of all general education requirements.	
PTA 115	Principles of Therapeutic Exercise	2
	This course introduces the PTA student to the fundamentals, techniques, and application of therapeutic exercise as it relates to the understanding and implementing the plan of care developed by the physical therapist. Topics include principles of aerobic exercise, stretching, and improving muscle performance for the prevention, treatment, and management of injuries. <i>Prerequisites:</i> Completion of all general education requirements.	
PTA 201	Pathophysiology	3
	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. <i>Prerequisites:</i> Completion of all general education requirements.	
PTA 210	Applied Kinesiology	4
	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: Completion of all general education requirements.

- PTA 212 Physical Therapy Procedures II 3**
This course is the continuation of PTA 112 and focuses on the therapeutic use of electrical and mechanical agents. Specific topics include, hydrotherapy, traction, compression, electrical modalities, light therapy, and ultraviolet radiation. Students will learn principles and application techniques for the agents.
Prerequisites: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210
- 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210
- 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210
- 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210
- 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210
- 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, PTA 216, PTA 217, PTA 250, CLI 270
- CLI 270 Clinical Experience I 2**
This is the first of three clinical experiences that will take place during the last 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 affiliation, students should become comfortable with basic patient care skills. Students will have the opportunity to

gain proficiency in the skills they have learned in prerequisite courses, including functional training, application of physical agents, mechanical modalities, electrotherapeutic modalities, basic wound care, and subsequent data collection. During the three weeks, students have the opportunity to participate in direct patient care under the direction and direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team assigned by the facility.

Prerequisites: Completion of all general education requirements, and PTA 103, PTA 110, 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 have the opportunity to participate in direct patient care under the direction and direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team 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: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, PTA 216, PTA 217, PTA 250, CLI 270

CLI 290

Clinical Experience III

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 direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team 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, the state, and the specific clinic.

Prerequisites: Completion of all general education requirements, and PTA 103, PTA 110, PTA 112, PTA 115, PTA 201, PTA 210, PTA 212, PTA 215, PTA 216, PTA 217, PTA 250, CLI 270

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.

- HAP 102** **Human Anatomy and Physiology II** **3**
This course is the second 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 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.
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**
Introduction to Physical Therapist Practice for Physical Therapist Assistants, 3rd Edition, Barrett, C.M., Jones and Bartlett Learning, ISBN: 978-1-44968-185-2
Documentation Basics: A Guide for the Physical Therapist Assistants, 2nd edition, Erickson, M.L & McKnight, R., Slack Incorporated, ISBN – 978-1-61711-008-5
- **PTA 110 Patient Care**
Principles & Techniques of Patient Care, 5th edition, Pierson, F & Fairchild, S, Saunders, Elsevier, ISBN: 978-1-4160-3119-2
- **PTA 112 Physical Therapy Procedures I**
Physical Agents in Rehabilitation- From Research to Practice, 4th Edition, Cameron M., Saunders, Elsevier, ISBN: 978-1-4557-2848-0
- **PTA 115 Principles of Therapeutic Exercise**
Therapeutic Exercise for the Physical Therapist Assistant: Techniques for Intervention, 3rd Edition, Bandy, W.D., Sanders, B., Lippincott Williams & Wilkins, a Wolters Kluwer business, ISBN: 978-1-60831-420-1
- **PTA 201 Pathophysiology**
Pathology for the Physical Therapist Assistant, Lescher, PJ, F.A.Davis, ISBN: 978-0-8036-0786-6
Optional: Taber's Cyclopedic Medical Dictionary, 20th edition, F.A. Davis, ISBN: 0803612079
- **PTA 210 Applied Kinesiology**
Essentials of Kinesiology for the Physical Therapist Assistant, Mansfield, P.J, and Neumann, D.A, Mosby Elsevier, ISBN: 978-0-323-03616-0
Musculoskeletal Assessment Joint Motion & Muscle Testing, 3rd Edition. Clarkson, H.M., Wolters Kluwer, ISBN: 978-1-6091-3816-5
- **PTA 212 Physical Therapy Procedures II**
Physical Agents in Rehabilitation- From Research to Practice, 4th Edition, Cameron M., Saunders, Elsevier, ISBN: 978-1-4557-2848-0
- **PTA 215 Interventions in Musculoskeletal**
Fundamental Orthopedic Management for the Physical Therapist Assistant, 4th Edition, Manske, R.C., Elsevier ISBN: 978-0-323-11347-2
Clinical Decision Making for the Physical Therapist Assistant, Graves, R.A., F.A. Davis Company, ISBN: 978-0-8036-25914
- **PTA 216 Interventions in Neurology**
Physical Rehabilitation, 6th edition. O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. F.A. Davis, ISBN: 978-0-8036-2579-2
Functional Movement Development Across the Lifespan, 3rd edition, Cech, DJ, Martin, ST, Elsevier ISBN: 978-1-4160-4978-4
Clinical Decision Making for the Physical Therapist Assistant, Graves, R.A., F.A. Davis Company, ISBN: 978-0-8036-25914
- **PTA 217 Topics in Rehabilitation**
Physical Rehabilitation, 6th edition. O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. F.A. Davis, ISBN: 978-0-8036-2579-2
Functional Movement Development Across the Lifespan, 3rd edition, Cech, DJ, Martin, ST, Elsevier ISBN: 978-1-4160-4978-4
Clinical Decision Making for the Physical Therapist Assistant, Graves, R.A., F.A. Davis Company, ISBN: 978-0-8036-25914
- **PTA 220 Career Readiness**
PTA Exam The Complete Study Guide, Giles, SM, Scorebuilders, ISBN: 978-1-890989-35-4
PTA Content Master Flash Cards, Scorebuilders, Giles, SM, ISBN: 978-1-890989-31-6
- **PTA 250 PTA Professional Exploration**
Recognizing and Reporting Red Flags for the Physical Therapist Assistant, Goodman, C.C. & Marshall, C., Elsevier. ISBN: 978-1-4557-4538-8.
- **CLI 270, 280, and 290 Clinical Education**
Physical Therapy Clinical Handbook for PTAs, 2nd edition, Dreeben-Irimia, Jones and Bartlett Learning, ISBN: 978-1-4496-4758-2

Grading Scale

Letter Grade	Numerical Relationship	Quality Points
A	96-100	4.00
A-	92-95	3.67
B+	88-91	3.33
B	84-87	3.00
B-	80-83	2.67
C+	76-79	2.33
C	72-75	2.00
C-	68-71	1.67
D+	64-67	1.33
D	60-63	1.00
F	0-59	0.00

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. Students are required to complete an Off-site Facility Release Sheet. 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.

Prior to the visit, faculty must complete the institutional Field Trip Request Form, and in addition, a Memorandum of Understanding will be developed to meet the needs of the program and the off-site facility, in order to ensure the safety of the students. 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. In the event that an incident should occur, the faculty member will be responsible to call for the appropriate assistance and notify the student's emergency contact. Students are required to complete an Incident Report immediately so that it can be kept in their file.

IV

PTA Academic

Policies and Procedures

Attendance

Class attendance and punctuality 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 and tardiness negatively impacts the continuity of the educational process and may directly impact the student's grade.

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:

- 2 late arrivals (greater than 10 minutes late) = 1 unexcused absence
- 2 unexcused absences result in decreasing course grade by ½ of a letter grade.
- An absence is considered unexcused if no Class Absence Request Form is submitted within 12 hours of class or if no doctors excuse is presented to justify the absence.
- Regardless of whether or not multiple absences are unexcused or excused, 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 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.
- 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.

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.
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. Ensure that all individuals have received training appropriate for operation of electrical tools/equipment.
8. 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.
- Post grades for exams and assignments within 1 week of completion.
- 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 Competency Policy

Students are evaluated in didactic course work on the basis of written examinations, quizzes, written assignments, presentations, skills competence, 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 and to promote the success of our students on the National Physical Therapy Examination for Physical Therapist Assistants, students must pass Written Examinations, Skills Checklists and Laboratory Practical Exams for the laboratory portion of each PTA course. In addition, students must demonstrate appropriate professional behavior during class, lab and clinical experiences. See Written Exam Policy, Skills Checklist Policy, Laboratory Practical Exam Policy, and Professional Behavior Policy below.

Students' performances in clinical educational experiences are evaluated on the basis of the APTA Clinical Performance Instrument (CPI) and the Johnson College PTA Clinical Assessment Survey.

Written Exam Policy

Written exams are the summative assessments that are used to evaluate students' level of understanding of the information disseminated to them in each course.

- Students must maintain a 76% written exam average in each PTA course.
- Students who score less than a 76% on any PTA exam must meet with the instructor and the program's Success Coach to develop a remediation plan.
- Students who score less than a 76% on more than 1 exam in a course will not be allowed to progress in the program.
- Students must pass the cumulative final written exam in each PTA course with a grade of a 76%.
 - Students who do not meet this requirement will have one chance to re-take the exam at the discretion of the instructor and program director.
- Students who do not fulfil the requirements of this written exam policy will not be able to progress in the program and the highest possible course grade will be a 75%.

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 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.

- Students will receive a Skills Checklist Booklet at the start of their freshman year. This booklet contains a comprehensive list of the skills that students must demonstrate competency in for each course. This booklet also contains the criteria for competency requirements of each skill.
- Skills Checklists are used as a formative assessment in each laboratory 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, which includes adherence to critical safety/performance elements, 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, if necessary.
- 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.

Critical Safety/Performance Elements

Critical Safety/Performance Elements are those components of a skill that are vital to the competent performance of the intervention and to ensure the safety of the patient. Although each intervention may have specific critical elements, the following are **Critical Safety Skills** that are common to numerous skills throughout the curriculum. Failure to complete a **Critical Safety/Performance Element** during a skill check or during a practical examination will result in failure of that skill or the exam.

1. Wash hands using appropriate technique before and after patient care.
2. Set up treatment area appropriately to ensure safety (acquires equipment & supplies, disinfects and inspects equipment, space ensures privacy).
3. Maintains proper body mechanics during intervention.
4. Introduces self to patient, confirms identity, and requests permission to treat.
5. Interprets the physical therapy POC correctly and identifies contraindications/precautions for the given intervention.
6. Conducts oneself in a manner that adheres to professional, ethical and legal standards during interactions (also includes dress, communication)
7. Safely and appropriately assists the patient on/off and to/from the treatment surface maintaining all precautions and restrictions (follows appropriate procedures for transfers and guarding)
8. Ensures patient is positioned and draped appropriately to ensure patient comfort and modesty (utilizes pillows, wedges, sheets, towels, etc)
9. Educates the patient about the importance of proper positioning, about positions that can aggravate or relieve altered sensations, and about positions that can cause skin trauma.
10. Monitors and adjusts intervention in response to patient status and clinical indicators; responds appropriately to red flag sign or symptoms; and notifies appropriate individuals as necessary

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 demonstrate competency in all skills (See Skills Checklist Policy) that may be included in the practical exam prior to taking the practical exam
- 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.

Practical Exam Instructions

- Dress appropriately for role as a patient or a clinician. Bring a pen.
 - Clinician – Follow dress code outlined in Clinical Handbook
 - Patient – T-shirt, sweatpants or shorts, athletic shoes
- Patients arrive 5 minutes prior to your scheduled time and sign in with the staff member at the desk of the administrative office of the Health Science Technology Center.
- At scheduled time, student will be given patient case designated either "student" or "clinician"
- Clinician will have **15 minutes to review the case.**
 - Students are **not** allowed to use any resources during preparation (not textbooks, phones, flashcards etc.)
 - Make notes
 - Prepare for practical
 - Clinician and patient **will not** be able to speak during this time
- Treatment session **MUST conclude within 30 minutes.**
- Clinician is responsible for cleaning up treatment area prior to leaving room
- At the end of the session, **the patient should leave the building**, and the clinician will have 15 minutes to complete documentation to be handed in to the staff member at the desk of the administrative office and sign out.
- Students will receive a grade for the practical exam based on their role as the clinician. **NO points are awarded for the patient role.** However, patients are expected not to assist the clinician with decision making skills, not to give any hints, to stick to the patient scenario, and to follow directions.
- **POINTS WILL BE DEDUCTED FROM YOUR FINAL PRACTICAL GRADE FOR INAPPROPRIATE BEHAVIOR AS A PATIENT IN THE AMOUNT OF 1 POINT / INCIDENT!**
- **Failure to report for your patient role will result in an automatic failure of your practical exam.**
- **1 point will be deducted for every minute that you are late for each role.**

Professional Behavior Policy

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 Assessment*. 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.

- The PTA Professional Behavior Assessment assesses the following behaviors:
 - Demonstrates respect/consideration of faculty/peers
 - Adheres to attendance policy
 - Accepts and gives constructive criticism
 - Communicates professionally verbally and non-verbally with faculty, peers, and others
 - Adheres to PTA dress code in lecture, laboratory, and in clinical situations
 - Maintains Personal Hygiene
 - Adequate preparation and timely submission of assignments
 - Actively participates in group discussion and projects
- When behavior is perceived as inappropriate, the student will be given feedback by the faculty and/or clinical instructor and will develop an action plan and remediate behavior (see Reprimand Policy and Clinical Performance Evaluation).
- Unsuccessful remediation of the behavior(s) will prevent the student from participating in clinical education experiences and may result in dismissal from the program.

Reprimand Policy

Any student who commits acts of unprofessional conduct (Refer to the Professional Behavior Policy) in class, in laboratory, or in program related activities will be subject to the disciplinary actions outlined below. A serious violation of the professional conduct policies or any other unethical behavior may result in immediate dismissal from the program without warning.

***First offense:** When behavior is perceived as inappropriate, the student will be given feedback by the Program Director, ACCE, Faculty, or Staff. Students will be required to develop a professional behavior action plan and remediate behavior.

***Second Offense:** When behavior is perceived as inappropriate a second time, the student will be given feedback by the Program Director, ACCE, Faculty, or Staff, and in addition, the student will receive a letter from the Program Director addressing the seriousness of this second offense. Students will be required to develop a professional behavior action plan and remediate behavior.

Third Offense: When behavior is perceived as inappropriate a third time, the student will be dismissed from the program.

*The following circumstances may result in immediate dismissal from the program:

- Failure to adhere to the action plan
- Failure to improve the behavior
- Repeat offense
- Serious violation of the professional conduct policy

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
 - achieve a 76% or higher on the cumulative final exam
 - complete all skill checklists
 - achieve a 76% or higher on each practical exam
 - demonstrate appropriate professional behaviors as assessed by the Professional Behavior Assessment Form.
- The student **MUST PASS** each of the three clinical education courses (CLI 270, CLI 280, and CLI 290).
- The student **MUST** maintain a GPA each semester (each semester and cumulative) of 2.33 or higher.
- The student **MUST** demonstrate appropriate Professional Behaviors as described above.

*If any of the above requirements are not met, the student **will not be** allowed to progress in the PTA program. Students who do not meet all of the criteria necessary to pass a course will be required to repeat the course regardless of their final score. If a student wishes to repeat a course, he/she must follow the procedures for academic probation. Repeating a course will delay completion of the program.*

Guidelines for Academic Probation

In the event that a student does not meet one or more of the criteria for successful progression, a student may desire to be granted the privilege of academic probation. The student would need to submit a letter of request to the PTA program director within 2 weeks of notification of failure clearly indicating reasons for lack of success and intent for future success. **This letter does not guarantee acceptance into a probationary period.**

Acceptance is at the discretion of the program director and is dependent on available seats in the program at the time of request. If acceptance into a probationary period is granted, the student must meet the following criteria:

- Meet with the PTA Program Director, Senior Director of Academics, and the program's Success Coach to develop an Academic Probation Contract based on individual progress.
- Meet with the Registrar and Financial Aid representatives
- Meet and maintain all requirements outlined in the Academic Probation Contract, which will include demonstrating competency in all skills previously learned and completing assignments as indicated by the program director and/or instructors.
- Meet all of the requirements expected of a PTA student at the time of admission

If the student does not meet and/or maintain the requirements necessary to progress, they will be dismissed from the program. A student in the PTA Program is only allowed probationary status one time for the duration of the program.

Graduation Requirements

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

- Students **MUST PASS** all Physical Therapist Assistant courses 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 is expected to demonstrate competency in all skills previously learned which may include completing assignments as indicated by the program director and/or instructors.

Withdrawal

A GRADE OF A “W” DOES NOT ACHIEVE THE MINIMUM C+ REQUIREMENT. PLEASE REFER TO THE “READMISSION TO THE PTA PROGRAM” POLICY.

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 103, Introduction to Physical Therapy for the Physical Therapist Assistant, 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 Engagement Office.

Complaints/Grievance Procedures

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/p_rospective-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 Senior Director of Academics will review.

Johnson College Appeal of Academic Decisions/Due Process

The PTA program adheres to the Grievance Policy of Johnson College. Please refer to the Johnson College Student Handbook.

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 Student Engagement Office 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 for more information.

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 the PTA Student Focus Group which will be led by a core faculty member. The group will meet a minimum of one time each semester. During these meeting students will have the opportunity to provide input on a variety of topics, including but not limited to: program resources, selection of community service projects, curriculum, faculty, textbooks, and other program quality assurance information.

Requirements for participation include:

- Participation in at least one Community Service Project
- Attend at least one campus event
- Attend at least one Northeast District PPTA meeting each year
- Attend on campus Job Fair in the Fall and Spring
- Complete Program specific survey after CLI 270 and CLI 290
- Participate in other program quality improvement activities

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 third 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



Johnson College
Physical Therapist Assistant Program
PTA Handbook Information Signature Sheet

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
- achieve a 76% or higher on the cumulative final exam
- complete all skill checklists
- achieve a 76% or higher on each practical exam
- demonstrate appropriate professional behaviors as assessed by the Professional Behavior Assessment Form.

Failure to complete any of the above criteria will prevent the student from progressing in the program.

Student's Signature

Date

Program Director's Signature

Date



**Johnson College
Physical Therapist Assistant Program
Records Release Form**

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#: _____



Johnson College
Physical Therapist Assistant Program
Audiovisual Release

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 or universities 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.

Expected Student Behavior	Date	Comments
Demonstrates respect/consideration of faculty/peers		
Adheres to attendance policy		
Accepts and gives constructive criticism		
Communicates professionally verbally and non-verbally with faculty, peers, and others		
Adheres to PTA dress code in lecture, laboratory, and in clinical situations		
Maintains Personal Hygiene		
Adequate preparation and timely submission of assignments		
Actively participates in group discussions and projects		

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: _____

Deficient Behavior
Desired Behavioral Outcome
Strategies to Improve Behavior/Timeframe

Student Signature Faculty Signature

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.

Student Signature Faculty Signature

IV

PTA Clinical

Policies and Procedures

Assignment of Clinical Sites

- The ACCE will send out an annual request for the following clinical year by March 1st of each year.
- Based on responses, the ACCE will gather the information and create a list of clinical sites available for each clinical placement.
- The ACCE will review the list created to ensure there are enough inpatient and outpatient experience available for each placement.
- In order to ensure that the clinical education sites will offer experiences for the students consistent with the goals of the clinical education portion of the curriculum and with the objectives of the individual clinical education courses in the curriculum, the ACCE will ensure that the facility's CCCE and CI are familiar with the Program's Policies and Procedures and curriculum and will provide ample opportunity for open discussion with the CCCE and CI in order to ensure that students have access the best clinical education experience possible.
- Clinical Instructors will be required to read and sign the **Clinical Instructor Guidelines Form**, which indicates that they understand their role and responsibilities.
- Only facilities that can ensure that Clinical Instructors will provide Johnson College students with direction and direct supervision will be utilized for clinical education experiences.

Student Requirements to Participate in Clinical Education

The patient is the focus of all health related professions, and healthcare providers must demonstrate competency and safety during all patient interactions. Prior to participating in Clinical education experiences (CLI 270, CLI 280, CLI 290), students must have passed all final written examinations in preceding courses with a 76% or better, they must have demonstrated competency in all skills and pass all practical examinations that have been included in preceding courses, and they must have demonstrated professional behaviors in class and in labs.

Current Clinical Contracts

Access Physical Therapy and Wellness
Aegis -Golden Living
Allied Services
Allied Skilled Nursing
Barnes Kasson Hospital
Benchmark - Gino Merli Veterans Center
Cawley Physical Therapy
Coordinated Health Systems
Dunmore Healthcare
Functional Pathways
Geisinger
Geisinger – HealthSouth
Genesis Rehabilitation Services
Good Shepherd Rehabilitation Network
Green Ridge Care Center
Guthrie Healthcare System - Robert Packer Hospital
Hampton House -Manor Care
Health Pro-Heritage Health
Impact Physio
John Heinz Rehabilitation
Julia Ribaldo Extended Care Facility
Lehigh Valley Health Network
Main Street Physical Therapy
Manor Care Health Services

Maximum Solutions Physical Therapy
Middlesex Orthopedic 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
Pocono Medical Center
Pro Care Physical Therapy
Professional Orthopedic Associates
Pro-Rehabilitation
Regional Hospital of Scranton
Riverside Rehabilitation and Nursing Center
Riverside Rehabilitation Outpatient
Spirit of Mercy
St. Joseph's Center
St. Luke's University Health Network
Tannersville Physical Therapy
Viewmont Physical Therapy
Wayne Memorial Rehabilitation

Process for Review of Clinical Contracts

In an effort, to maintain current and accurate contracts with Clinical Sites and to ensure that students are only assigned to clinical facilities when properly executed and unexpired agreements are in place, the following procedure will be followed:

New Contracts:

- A. Facilities Using the Program's Institutionally Approved Contract
 - a. Contracts will be signed by the administrator responsibility for academics.
 - b. The ACCE will deliver 2 signed contracts to the facility for review. Once signed by the facility's administrator, one copy will be kept by the facility and the other returned to the ACCE to be kept on file by the Program
- B. Facilities Using Their Own Contract
 - a. Contract must be reviewed and approved by the Senior Director of Academics
 - b. Once approved, the Senior Director of Academics will sign two copies of the contract and return it to the facility for final approval and signature.
 - c. One signed copy will be kept by the facility and one will be kept on file by the Program

Review of Existing Contracts:

- A. All existing contracts will be reviewed by the ACCE and/or the Program Director at the start of each spring semester to ensure accuracy and adequacy to meet the needs of the program. Review will include:
 - a. Dates of Coverage
 - b. Healthcare facility's responsibilities/obligations
 - c. Clinical Instructor's responsibilities/obligations
 - d. Johnson College's responsibilities/obligations
 - e. Insurance coverage by college is maintained in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
 - f. Signatures of current administrators
- B. Contracts will be renewed as per specific facility contract terms, at which time, the procedure for new contracts will be followed.

Process for Request of Clinical Sites

- The ACCE will send out an annual request for the following clinical year by March 1st of each year.
- Based on responses, the ACCE will gather the information and create a list of clinical sites available for each clinical placement.
- The ACCE will review the list created to ensure there are enough inpatient and outpatient experience available for each placement.
- In order to ensure that the clinical education sites will offer experiences for the students consistent with the goals of the clinical education portion of the curriculum and with the objectives of the individual clinical education courses in the curriculum, the ACCE will ensure that the facility's CCCE and CI are familiar with the Program's Policies and Procedures and curriculum and will provide ample opportunity for open discussion with the CCCE and CI in order to ensure that students have access the best clinical education experience possible.
- Clinical Instructors will be required to read and sign the **Clinical Instructor Guidelines Form**, which indicates that they understand their role and responsibilities.

- Only facilities that can ensure that Clinical Instructors will provide Johnson College students with direction and direct supervision will be utilized for clinical education experiences.

Requirements for Clinical Instructors

The clinical instructor is a physical therapist or physical therapist assistant who is licensed in Pennsylvania who acts as the instructor for the PTA students in the clinic and must meet the following requirements:

Johnson College's PTA program has implemented the following guidelines for each Clinical Instructor.

- The clinical instructor (CI) is a Licensed PT or PTA with at least one year of clinical experience.
- The clinical instructor demonstrates a desire to participate in the education of students in both technique and behavior.
- The clinical instructor demonstrates clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
- The clinical instructor demonstrates effective communication skills.
- The clinical instructor demonstrates effective behavior, conduct, and skill in interpersonal relationships.
- The clinical instructor demonstrates effective instructional skills.
- The clinical instructor demonstrates effective supervisory skills.
- If a PTA is the CI, PTA must work under the direction and supervision of a PT.
- Johnson College PTA students require direct on site supervision of the clinical instructor. If the clinical instructor is a PTA with indirect supervision, he/she must abide by the supervision guidelines set forth by the designated state board of physical therapy and the American Physical Therapy Association (APTA).
- The clinical instructor, along with the supervising physical therapist, assumes all responsibility for the patient care provided by the student.

Required Documentation to Attend a Clinical Site

The following paperwork is required in completion at least 6 weeks prior to the start of the semester when the students participate in each clinical experience. A copy of all documentation should be uploaded to Castlebranch.com. Clinical facilities will have access to this website to verify student's required documents. 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. meningitis*.
- Criminal Background Check, Child Abuse Clearance, Finger Printing - Required Annually*. Successful completion of the PTA Program requires participation in clinical experiences. If a record exists, clinical sites can refuse to accept the student for placement, and the inability to complete the clinical education requirements will prevent the student from graduating. In addition, the existence of a record could prevent state licensure and future employment depending on the severity of the record.
- 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 - Some clinical facilities with which we have contracts engage in random alcohol and drug screening of their employees and students.

*Please note that students are responsible for payment of PPD screening, Child Abuse Clearance, and Finger Printing, as well as any additional drug/alcohol screening required by the facility.

**Please refer to the Center for Disease Control and Prevention website at www.cdc.gov for more information on the importance and recommendations for TB testing and appropriate vaccinations.

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.**

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 SHOULD BARE 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.

Attendance

Attendance at clinical education experiences is imperative. Students are expected to follow the **full time** schedule of their clinical instructor. Leaving early for work or child care is not permitted.

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.

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 in to 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.

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 Finance Department of Johnson College will send a certificate of liability insurance to all affiliating clinical centers each fall.

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 103, Introduction to Physical Therapy for the Physical Therapist Assistant, students will receive instruction in patient confidentiality, privacy, **HIPAA**, and patient's rights.

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 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 280 and 290 at the end of week 3 and at the end of week 6. For CLI 270, students are evaluated at the conclusion of the 3 weeks using the Johnson College PTA Clinical Evaluation Tool. 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 or the Johnson College PTA Clinical Evaluation Tool, a conference with the student, the CI, and the ACCE will be scheduled to discuss implementing a Learning/Professional Behavior Contract Grid.

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, the Johnson College PTA Clinical Evaluation Tool 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 or be eligible for graduation.* 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 Objectives/Journal Entry

Students are required to develop five 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.

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 #: _____

Objectives	Date Written	Dates Reviewed	CI Initials	Action Taken	Date Met

Comments:



**Johnson College
Physical Therapist Assistant Program
Clinical Timesheet**

NAME: _____ COURSE # _____

WEEK: _____ THROUGH _____

	Time In	Lunch Time Out	Lunch Time In	Time Out	Total Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

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



Johnson College
Physical Therapist Assistant Program
Clinical Journal Entry

Name: _____ Date: _____
Clinical Course #/Facility: _____ Week #: _____
CI's Name: _____

Entry:

Topic Discussion (Diagnoses seen, new skills learned, Highlights, Low points, discussions with CI):

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.



**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 at the student's expense.

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

Student's Signature

Clinical Coordinator's Signature

Date

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



**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. 2nd 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

Student Signature

Date

Witness Signature

Date



**Johnson College
Physical Therapist Assistant Program
Clinical Experience Assignment**

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 or the PTA student via www.castlebranch.com approximately 6 weeks prior to the start of the clinical:

- Health Examination Form
- Proof of Student Health Insurance
- CPR and First Aid Certification
- HIPAA Confidentiality Form
- 2 step TB Skin Test Results
- Proof of vaccination or waiver for the following
 - Hepatitis B
 - MMR
 - Varicella
 - Influenza
 - Tetanus, Diphtheria, Pertussis
- Background checks
 - FBI clearance
 - PA State Background Check
 - Child Abuse Clearance
- Drug Screening

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 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



Johnson College
Physical Therapist Assistant Program
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

Learning/Professional Behavior Clinical Contract Grid

Student: _____

Facility: _____

Areas of need/strengths:

Expected outcomes:

Student plans for achieving outcomes:

Clinic plans for assisting student:

Student

Date

ACCE

Date

Clinical Instructor

Date



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



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

Student's Name: _____

Date _____

Facility Name: _____

Presentation Topic: _____

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

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					Disagree
5	4	3	2	1	

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

Agree					Disagree
5	4	3	2	1	

3. The student was attentive to your needs.

Agree					Disagree
5	4	3	2	1	

4. The student explained the treatment you received.

Agree					Disagree
5	4	3	2	1	

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

Agree					Disagree
5	4	3	2	1	