Jefferson State Community College PTA Student Handbook

Health-Related Programs Division

Physical Therapist Assistant Program

Student Handbook, Class of 2027

[Statement of Equal Opportunity]

Jefferson State has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulations issued thereunder, to the end that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. It is the policy of Jefferson State Community College, a postsecondary institution under the control of the Alabama Community College System Board of Trustees, that no student, employee or applicant shall be discriminated against on the basis of any impermissible criterion or characteristic including, but not limited to, race, color, national origin, religion, marital status, disability, gender, age or any other protected class as defined by federal and state law.

The College will not retaliate against any person because they have engaged in a protected activity opposing the College or because they have made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing alleging discrimination on a basis specified above.

JEFFERSON STATE COMMUNITY COLLEGE PTA STUDENT HANDBOOK

[Department Information]

The Physical Therapist Assistant (PTA) Program at Jefferson State Community College is located on the 3rd floor of the General Studies Building at the Shelby-Hoover Campus.
4600 Valleydale Road, GSB 316
Birmingham, Alabama 35242
https://www.jeffersonstate.edu/pta

[Faculty]

Program Director
Leslie Naugher, PTA, MS
Office: GSB 316E
Phone: 205.983.5996
Email: lnaugher@jeffersonstate.edu

Academic Coordinator of Clinical Education
Cindy Elliott, PTA, MS
Office: GSB 316A
Phone: 205.983.5270
Email: cwelliott@jeffersonstate.edu

[Accreditation]

The Physical Therapist Assistant Program at Jefferson State Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100 Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditationsupport@apta.org; website: www.capteonline.org.

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[Frequently Called Numbers]

Enrollment/Admissions	205-983-5915
Records	205-856-6072
Financial Aid	205-983-5927
ADA Office	205-856-6077
Bookstore (Shelby-Hoover Campus)	205-855-0585
Cashier (Shelby-Hoover Campus)	205-983-5926
Learning Resource Center (Shelby-Hoover Campus)	205-983-5930
Learning Success Center	205-983-5273
Career & Job Resources	205-856-8024
New Options	205-856-6076
International Students	205-983-5911
Distance Education Services	205-856-7838
Testing and Assessment Office	205-983-5276

Physical Therapist Assistant Department
Office: GSB 316
Phone: 205.983.5225

Campus Police
Phone: (205) 856-6093

E2Campus Alert System: https://www.jeffersonstate.edu/emergency-notifications/

JSCC Web Site: www.jeffersonstate.edu
PTA Web Site: www.jeffersonstate.edu/pta

PHYSICAL THERAPIST ASSISTANT PROGRAM

[Welcome]

Congratulations on your acceptance into the Physical Therapist Assistant Program at Jefferson State Community College! You were selected from among many qualified candidates because of your academic achievement, sincere interest in contributing toward the rehabilitation and overall health of others, and apparent commitment to learning. Having chosen a career in physical therapy, you must assume the inherent ethics and responsibilities of being a health care professional. Through your educational journey and beyond as a skilled practitioner, the clinical decisions you make and the actions you employ will impact many lives.

During the program, you will be exposed to three types of learning environments: the classroom, the laboratory, and a variety of selected clinical settings. The educational contributions of each learning environment will be crucial to your professional development.

The Physical Therapist Assistant Student Handbook contains policies and requirements which govern academic progression, clinical performance and conduct for all students enrolled in the PTA Program. These policies are designed to promote standards for academic competency, professional discipline and personal responsibility representing parameters of achievement and behavior expected of students and professionals in Physical Therapy. The PTA Program reserves the right to make changes to any portion of this handbook at any time. New and revised policies and procedures will be shared with students as they are adopted.

The Physical Therapist Assistant Program curriculum is highly structured, and as such, the sequence of the program's curriculum cannot be modified, altered, or interrupted in any way or at any point. Exceptions may be considered in line with established policy and with the permission of the program director.

Throughout the program, we will encourage problem solving, self-reflection, and independent critical thinking. We expect that each student will demonstrate initiative, focus, and a commitment to the academic rigor of the program. At all times, students must demonstrate legal, ethical, and professional behavior.

The coming year should be exciting and rewarding as you prepare for your career as a physical therapist assistant. Our faculty is dedicated to providing students with the best educational experience possible. Along with professional commitment and dedication, we hope to impart on you the values and attributes essential in physical therapy practice: Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, Social Responsibility.

Sincerely,
Jefferson State Community College Physical Therapist Assistant Program

[The Physical Therapist Assistant]

The Physical Therapist Assistant (PTA) is a technically educated health care provider who works under the supervision of a Physical Therapist. The PTA performs duties and carries out treatment plans as directed by the physical therapist. Duties of the PTA are varied and include but are not limited to the application of physical modalities, exercise programs, gait training, functional activities, and patient education. Work in physical therapy includes physical activity such as bending, lifting patients, and prolonged standing and walking. Physical therapist assistants utilize various rehabilitative techniques to help patients whose abilities have been impaired by an accident, injury, illness, disease, or other health-related conditions that limit movement and functional abilities. Clients include adult and pediatric patients with orthopedic and neurologic injuries and various medical conditions. Employment settings include acute care and rehabilitation hospitals, outpatient clinics, schools, nursing homes, home health and sports medicine clinics. The Physical Therapist Assistant is an important member of the dynamic rehabilitation team and will interact with other health care providers including occupational therapists and assistants, nurses, speech pathologists, and physicians.

The physical therapist assistant must obtain a license to practice in Alabama. Most other states regulate the PTA primarily through licensure. If you plan to apply for a PTA license in another state after graduation, you should contact the physical therapy regulatory agency for that state regarding licensure requirements.

[Program Mission Statement]

The Mission of the Jefferson State Community College Physical Therapist Assistant Program is to prepare competent, ethical, entry level Physical Therapist Assistants who are lifelong learners. The Program exists to provide an educational environment in which the needs of the individual student, the community, and other target audiences can be met. We are committed to accomplishing this mission through the use of quality instructional methods including both traditional and technology-based instruction, whereby students are assisted to achieve the academic knowledge and clinical skills necessary to serve the physical therapy health care needs of the public.

[Program Philosophy]

We believe that Physical Therapy is a valuable part of health care and the Physical Therapist Assistant (PTA) functions as an effective member of the health care team. The PTA requires specialized knowledge and skills and works under the direction and supervision of the Physical Therapist to assist patients, clients, caregivers, and families to achieve their goals.

We as educators accept the responsibility for supplying students with opportunities to learn the necessary information and skills and to obtain the clinical practice required for state licensure/regulation and entry-level competence in the field. Education and learning are lifelong processes. In our role as faculty and health care providers, we must model the processes of learning, adapting, and changing as the environment and culture changes in accordance with sound scientific developments in education, instructional delivery methodology, medical science, and physical therapy practice.

It is the student's responsibility, however, to fully utilize the opportunities provided by this educational program. Additionally, the choice of a career is a personal decision, and, having chosen a particular profession, the individual must assume the profession's inherent responsibilities and adhere to established professional ethics and standards of practice. As students, individuals begin the process of becoming Physical Therapist Assistants and must constantly learn and adapt to different situations, patients, treatment techniques, disease processes, and other conditions.

[Program Goals]

* Program students will demonstrate the knowledge, skill, and professional behaviors to provide entry level physical therapist assistant care.

* Graduates will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist.

* Graduates will work effectively with physical therapists, other physical therapist assistants, other health care providers and caregivers in a variety of environments.

* Graduates will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with health care providers, patients/clients, caregivers and families, and the public.

* Program faculty will model lifelong learning, professional growth, and development.

CONDUCT

[General Behavior]

Students are expected to demonstrate interest, ability, and aptitude for responsibilities in physical therapy. Conduct which threatens or endangers the health or safety of any person, acts of dishonesty, disruption or obstruction of teaching, disregard of published College policies, rules or regulations are all examples of behaviors in violation of the JSCC Code of Student Conduct. Any student in violation of the proscribed conduct may be considered for dismissal from the Program. In addition to the policies outlined in the PTA Student Handbook, students are expected to abide by all policies published in the Jefferson State Community College Catalog and Student Handbook.

[Professional Conduct]

When choosing a profession, an individual must be willing to assume professional behavior inherent to that profession. This begins in the classroom and continues in the clinic. Professional behavior includes, but is not limited to:

Examples
* Using behavior and language that demonstrates respect for all persons, including other students, faculty, patients, families, co-workers, and other healthcare professionals.
* Treating all persons equally without regard to religion, race, sex, sexual preference, marital status, age, beliefs, disability, or cultural differences.
* Arriving on time to all courses, lab and clinical responsibilities as scheduled.
* Accepting constructive feedback and implementing it in a useful manner.
* Keeping all patient, clinical facility, and other private information confidential.
* Dressing appropriately and within the professional standards set.
* Taking care of school and facility property.
* Following all instructions and policies and procedures.
* Managing time and resources effectively.
* Managing stressful situations and adapting to change successfully.
* Refraining from disorderly conduct, horseplay, and sexual harassment.
* Not accepting gifts from patients.
* Not engaging in any illegal or unethical acts.
* Accounting for your actions.

[Ethical Conduct]

Students are expected to exhibit professional, legal, and ethical behavior at all times, including during class, laboratory and clinical experiences. Additionally, students and their clinical instructors are expected to abide by ethical guidelines set forth in APTA's Code of Ethics as set forth by the American Physical Therapy Association (http://www.apta.org). Information regarding the Code of Ethics and Standards of Ethical Conduct for the Physical Therapist Assistant will be provided to students in the first semester of the technical phase of the Program. It is also available via the American Physical Therapy Association's web page.

Further, students must abide by the same regulations, policies, and professional expectations as employees of assigned facilities for clinical experiences. These regulations are in addition to those of Jefferson State and the Physical Therapist Assistant program. In addition, some facilities to which students are assigned have requirements specific to students, i.e. reading and signing patient confidentiality statements and/or submitting to random drug and alcohol screenings. Students may be subject to discipline by the program for any violation of these regulations.

[Confidentiality]

Students are expected to maintain strict confidentiality with respect to other students, all clinical experience affairs, records, and patient information. Content regarding confidentiality guidelines and other appropriate state and federal regulations are presented in several PTA courses. Students must not discuss any patient in public, including in hospital elevators, cafeterias, and hallways. When patients are referred to in the classroom setting, do not identify the patient by name. **Any abridgment of confidentiality regarding any person may be considered grounds for dismissal from the program.**

[Academic Honesty]

All students enrolled in Jefferson State Community College are expected to conform to the college's Academic Honesty Code, which requires that all students act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his/her academic work may be charged with a violation of the Academic Honesty Code. Violations of the Academic Honesty Code include, but are not limited to, the following:

Examples
* Looking on another student's paper during a test or examination or communicating in any way with anyone other than the test administrator. * Using unauthorized materials and/or devices in the preparation of any assignment or in the taking of any tests or examinations. * Having in the immediate testing area materials and/or devices not expressly authorized by the test administrator. * Accepting or providing unauthorized assistance in the preparation of assignments or the taking of any tests or examinations. * Submitting as one's own work essays, term papers, lab reports or other projects, which have been prepared by others. * Obtaining, possessing, or gaining knowledge of answers to a current test or assignment before it has been distributed to the class and without the knowledge and consent of the instructor. * Gaining, without authorization, access to the work of another student (Example: accessing the computer file of another student). * Plagiarizing (presenting as one's owned the ideas, data, and/or the works of another). * Inventing data or information in the preparation of assignments except when such invention is expressly authorized. * Violating supplementary academic honesty codes which have been adopted and approved in individual divisions of the college and distributed to students within those divisions.

Penalties for violation of Academic Honesty Codes and Disciplinary Procedures, as well as additional information regarding Academic Regulations, are outlined in the Jefferson State Community College Catalog & Student Handbook.

CURRICULUM

[Program Description]

The Physical Therapist Assistant Program is a two-year course of study leading to an associate in applied science degree. The Program requires one year of prerequisite general education coursework and one year of core PTA coursework. The prerequisite courses may be taken over a longer period but must be completed prior to taking PTA major courses. This is a pre-admit program and requires a specific application process for admission into the professional phase of the program. Once admitted, a student will have the option to follow an On-Campus program or an Online-track program. The On-Campus classes are all enhanced and/or supported by the college's learning management system. The Online-track program conducts lecture courses via the college's learning management system but **cannot** be completed entirely online. The Online-track program requires students to be at the Shelby-Hoover Campus for all laboratory sessions. Online lecture courses may also require students to visit instructional sites for various requirements or to complete exams, quizzes, and/or clinicals.

All Students should expect to meet Program requirements for computer skills to access online courses (via the college's learning management system) and for independent study.

[PTA Prerequisite Courses]

Students admitted to the program have completed or are in the process of completing the following pre-requisite courses. All pre-requisite courses must be completed prior to the start of the professional phase of the program with a grade of "C" or higher and a cumulative GPA of 2.5 or above. Students completing spring semester courses under a conditional/provisional acceptance basis must inform the program director of a report on final grade status as soon possible and before the start of the program. Students must also have transcripts sent to Jefferson State Enrollment Services ***at least one week prior*** to the start of the program for evaluation and confirmation of successful completion. If this information is not available or if you have not met the conditional criteria outlined in your acceptance letter, your placement in this class will be forfeited.

Course Abbreviation	Course Name	Semester Hours	Other
BIO 201	Anatomy and Physiology I	4	5-year time limit*
BIO 202	Anatomy and Physiology II	4	5-year time limit*
ENG 101	English Composition I	3	
PSY 200	General Psychology	3	
PSY 210	Human Growth and Development	3	
OAD 211	Medical Terminology	3	
MTH 100	College Algebra or Higher Level	3	Will not accept MTH 110, 116, 231, & 232
HUM	Humanities and Fine Arts Elective	3	
SPH	Speech Elective	3	SPH 106 or 107 only

*Credit for BIO 201 and 202 can be no older than 5 years. An exception may be made if the student can provide documentation of having passed BIO 230 Human Pathophysiology with at least a "C" within the last 5 years. (May consider grades achieved in upper-level anatomy and/or physiology for ranking purposes).

Refer to published program information on the official website for updates/revisions in prerequisite plan; https://www.jeffersonstate.edu/academics/programs/physical-therapist-assistant/

[PTA Professional Courses]

The following major courses are required to complete the PTA AAS degree. These courses must be completed in the specific sequence listed below, while adhering to all progression guidelines.

	Course Abbreviation	Course Name	Semester Hours
Semester I	PTA 202	PTA Communication Skills	2
	PTA 220	Functional Anatomy and Kinesiology	3
	PTA 222	Functional Anatomy and Kinesiology Laboratory	2
	PTA 250	Therapeutic Procedures I	4
	PTA 252S	Physical Agents and Therapeutic Modalities	2
Semester II	PTA 200S	Physical Therapy Issues and Trends	2
	PTA 240	Physical Disabilities I	2
	PTA 251S	Therapeutic Procedures II	4
	PTA 260	Clinical Education I	1
	PTA 230	Neuroscience	2
	PTA 231	Rehabilitation Techniques	2
	PTA 232	Orthopedics for the PTA	2
Semester III	PTA 201	PTA Seminar	2
	PTA 241	Physical Disabilities II	2
	PTA 263	Clinical Affiliation I	3
	PTA 268	Clinical Practicum	5

[PTA Course Descriptions]

PTA 202 PTA Communication Skills (2 semester credits)
This course is the study of verbal and nonverbal communication and documentation in health care. Emphasis will be placed on terminology, format, computer usage, reimbursement, interpersonal communication, and legal issues. Upon completion, the student should be able to discuss and demonstrate communication methods for achieving effective interaction with patients, families, the public and other health care providers. ***Sem I***

PTA 220 Functional Anatomy and Kinesiology (3 semester credits)
This course provides an in-depth, clinically oriented study of functional anatomy. Emphasis is placed on the musculoskeletal system, nervous system, and study of human movement. Upon completion of the course, the student should be able to identify specific anatomical structures and analyze human movements. ***Sem I***

PTA 222 Functional Anatomy and Kinesiology Lab (2 semester credits)
This laboratory course allows for a hands-on appreciation of anatomical structures and kinesiological concepts as they relate to therapeutic exercise. Emphasis may include muscle and joint function, testing applications and therapeutic exercise. Upon completion, the student should be able to integrate content areas into an understanding of normal human movement. ***Sem I***

PTA 250 Therapeutic Procedures I (4 semester credits)
This laboratory course provides a hands-on introduction to the principles and procedures of therapeutic physical therapy intervention. Emphasis is on basic patient care skills and procedures utilized in physical therapy. Upon completion, the student should be able to demonstrate safe and effective delivery of those procedures with an in-depth understanding of the rationale for each treatment. ***Sem I***

PTA 252S Physical Agents and Therapeutic Modalities (2 semester credits)
This course provides the student with the theoretical basis for the use of physical agents such as heat, cold, electricity, light, water, and therapeutic modalities utilized in physical therapy. Emphasis is placed on modalities such as hydrotherapy, various forms of electrical stimulation, ultrasound, traction, and diathermy. Upon completion of this course, the student will understand the physiological effects, indications and contraindications, and advantages and disadvantages of utilizing these modalities in physical therapy. ***Sem I***

PTA 200S Physical Therapy Issues and Trends (2 semester credits)
This is an introductory course to the trends and issues in physical therapy. Emphasis is placed on areas such as: history, practice issues, psychosocial aspects of illness and cultural diversity. Upon completion, the student should be able to discuss trends and issues relevant to physical therapy. ***Sem II***

PTA 240 Physical Disabilities I (2 semester credits)
This course presents the student with a body systems approach to the etiology, pathology, signs/symptoms, and treatment of conditions seen in PT. Emphasis may include conditions most commonly treated in physical therapy. Upon completion, the student should be able to discuss basic pathological processes, treatment options and prognoses of conditions studied. ***Sem II***

PTA 251S Therapeutic Procedures II (4 semester credits)
This laboratory course is a continued study of the principles and procedures of therapeutic PT interventions. Emphasis is on advanced physical therapy interventions and procedures and their rationale. Upon completion, the student should be able to demonstrate safe and effective delivery with an in-depth understanding of each. ***Sem II***

PTA 260 Clinical Education I (1 semester credit)
This clinical experience is designed to introduce the student to the practice of physical therapy through interaction in the health care environment. The course entails on-going communication between the clinical instructor, student, and course coordinator. Upon completion of this course, the student should be able to safely and effectively apply procedures and techniques attained in the classroom. ***Sem II***

PTA 230 Neuroscience (2 semester credits)
This course provides students with an overview of the neuroanatomy of the CNS and PNS, as it relates to the treatment necessary for patients with dysfunctions of these systems. Emphasis may include the structure and function of the nervous system, neurophysiological concepts, human growth and development, neurologic dysfunctions. Upon completion of this course the student should be able to identify and discuss specific anatomical structures and function of the nervous system and basic concepts of human growth and development and identify neurologic pathologies. ***Sem II***

PTA 231 Rehabilitation Techniques (2 semester credits)
This course allows for hands-on appreciation of advanced rehabilitation techniques. Emphasis is on orthopedic and neurologic treatment techniques, therapeutic exercise procedures and analysis and treatment of pathologic gait. Upon completion, the student should be able to demonstrate an understanding of advanced rehabilitation techniques appropriate to orthopedic and neurologic dysfunctions. ***Sem II***

PTA 232 Orthopedics for the PTA (2 semester credits)
This course provides the student with an overview of orthopedic conditions seen in physical therapy. Emphasis is on the study of orthopedic conditions and appropriate physical therapy intervention and a review of related anatomical structures. Upon completion of the course, the student should be able to discuss PT interventions for common orthopedic conditions. ***Sem II***

PTA 201 PTA Seminar (1 semester credit)
This course is a continuing study of issues and trends in physical therapy practice. Emphasis is placed on issues such as: licensure, job skills, board exam review, practitioner roles, legal and ethical issues. Upon completion, the student should have acquired necessary skills for transition from student to practitioner. ***Sem III***

PTA 241 Physical Disabilities II (2 semester credits)
This course continues a body systems study of common PT pathologies. Emphasis may include various neurological pathologies with additional focus on the needs of special populations. Upon completion, the student should be able to discuss the PT intervention appropriate to a variety of diagnoses. ***Sem III***

PTA 263 Clinical Affiliation I (3 semester credits)
This clinical class will provide clinical interaction in the health care environment. The course entails on-going communication between the clinical instructor, student, and course coordinator. Upon completion, the student should be able to safely and effectively apply procedures and techniques attained in the classroom. ***Sem III***

PTA 268 Clinical Practicum (5 semester credits)
This clinical education experience allows the student to practice in the health care environment, using entry-level skills attained in previous classroom instruction. The course entails on-going communication between the clinical instructor, student, and course coordinator. Upon completion of this course, the student should be able to demonstrate entry-level competency in those skills necessary for functioning as a physical therapist assistant. ***Sem III***

POLICY AND PROCEDURE

Students are expected to abide by Policies and Procedures as established by the Program and/or clinical facilities to which they are assigned for clinical education experiences. The following list is not inclusive of all the policies and procedures to which students must adhere. Additional Policies and Procedures are included elsewhere in this Handbook as appropriate, i.e., under Clinical Education, Health, and Safety, etc. All changes in Program and/or College Policies are effective immediately upon approval. Students will be informed of these changes as soon as possible.

[PTA Student Advising]

PTA students will be assigned an advisor for general counseling during the program. Students will meet with the advisor as needed or requested to discuss academic issues, progression, and/or other issues identified.

When a problem with academic performance is identified, the student will first meet with the course instructor and develop a plan of action to correct the problem. The student may be counseled by their advisor as requested.

The student will meet with the program director mid-semester and end of semester as needed to review performance summaries, identify problems areas and remediation activities as appropriate.

If a problem is not resolved, the student may appeal through grievance procedures (see below) or through normal channels of communication as published in the Jefferson State Community College Catalog & Student Handbook**.**

[PTA Student Grievance]

The following procedure should be followed by students when resolving conflicts that may occur in class or lab. This does not address grievances in clinic (refer to the clinical education portion of this handbook).

Please approach the person directly to attempt a resolution of the grievance. If you are not satisfied with the initial resolution of the grievance, the student should make an appointment to discuss the grievance with the instructor of the course.

If the grievance is not satisfactorily resolved at this level, the student should make an appointment with the Program Director.

If the grievance is still not resolved by the Program Director, a request for review of a decision at a higher level must be submitted in writing to the appropriate administrator.

[Forms]

PTA Program students are presented with and requested to sign several forms related to participation in class, clinic, and institution and/or program policies and procedures. Failure to sign these forms may result in the student not being able to fully participate in scheduled activities and/or inability to progress through the program.

[Identification]

Students must be clearly identified and must always present themselves as JSCC PTA Students on campus and in the clinical setting. Clinical facilities may require other forms of identification.

[Electronic Technology Use]

Students are expected to use electronic devices in a professional and respectful manner during Classroom and Laboratory Settings. Inappropriate use of technology will be monitored by the faculty. Some unacceptable examples of electronic technology use include, but not limited to:

Examples
* Failure to silence or mute cellular phones, smart watches, or other electronic devices during class or laboratory sessions. * Use of personal electronic devices for non-academic purposes during class or laboratory sessions (e.g., texting, gaming, streaming media) * Sending, reading, or responding to emails, messages, or notifications unrelated to course activities during lectures or presentations * Browsing the internet, engaging in social media, or using applications not related to instructional activities during class or laboratory sessions. * Interacting on social media websites or other applications during class or laboratory sessions. * Instant messaging or text messaging during class. * Display of inappropriate, sexually suggestive, offensive, or unprofessional images, language, or media on devices (including screen savers, wallpapers, or notifications) * Use of electronic communication to send mass messages for personal, political, or non-program-related purposes

Cellular phones and smart watches may be worn but calls are not to be answered except during breaks or between classes. In emergency situations, students may use faculty or staff telephones with permission.

Cellular phones, smart watches and other electronic communication devices are not to be used in patient care areas. These devices can interfere with patient care.

Students must adhere to strict regulations set forth by clinical agencies in reference to technology use.

[Computer Use]

The use of information technology is consistent with the philosophy and purpose of the college. Computers are available for student use in the classroom, Libraries, and Learning Success Center and in many clinical facilities. Students may choose to access Internet resources for class or research assignments at these locations as appropriate.

Students who access the Internet with clinical facility or college resources are required to conduct themselves in an ethical and legal manner and to comply with all federal and state laws regarding privacy and security of information. Clinical facilities also have additional policies and procedures regarding privacy and security of patient information to which students are expected to adhere.

Students are not to access the internet or personal email using a clinical facility's computer without the express permission of their clinical instructor.

Student communications posted on the school internet system, via My JSCC or college's learning management system for example, must adhere to the standards of professionalism. This includes behavioral and ethical guidelines. It includes appropriate communication between peers and superiors, and respect for other persons. This results in an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. All postings must demonstrate professional language without abuse or intentionally inflammatory purpose. Posted and distributed communications by faculty are to inform, query for information, or provide constructive feedback. Any abuse of these guidelines will not be accepted, and such postings will be immediately removed by the Instructor or Program Director. Those who post must be aware that inappropriate, intentionally inaccurate, or libelous statements are in fact discoverable and may lead to adverse legal or administrative action.

Additional information regarding Jeff State policies and procedures for Information Technology Resources and Systems can be found in the Jefferson State Community College Catalog and Student Handbook. Each student is encouraged to review this section in detail.

[Jefferson State Community College Email]

Email is Jefferson State's official means of communicating with students. Each student is issued an official ACCS email account using their assigned A-number (A#@alabama.edu). Students can access their JSCC email 24 hours a day, 7 days a week from any Internet connection by clicking the "myJSCC" link on the Jefferson State home page (www.jeffersonstate.edu). Students are responsible for checking their Jefferson State email on a regular basis and for deleting outdated emails so that the email account does not fill up (over-quota) thus preventing new mail from being delivered.

Students are responsible for:

- Activating and maintaining access to their ACCS-issued email account
- Checking their official email regularly for college, program, course, and clinical communications
- Ensuring emails from Jefferson State Community College, the PTA Program, faculty, and staff are received and reviewed in a timely manner

Email access helps faculty and staff be more effective in performing their work-related duties and helps students in achieving their educational goals. The goal of the college email system is to facilitate faster and more efficient communications both internally and externally

[Copier Use]

Copiers for student use are in the library. Please refer to the policies and procedures, costs, and rules located in the library. Copiers located in GSB Suite 316 are for faculty use only.

[PTA Program Grading System]

The following grading system will be used in this program. No rounding of test scores is done (ex. 78.6 is 78.6). Only the final grade is rounded: 0.5 or higher is raised to the next whole number. For further clarification concerning grading criteria, see the Academic Regulations section for information on "Grades" and "Withdrawals" in Jefferson State Community College Catalog and Student Handbook.

Letter Grade	Grade Description	%
A	Excellent	90-100
B	Good	80-89
C	Average	75-79
D	Poor	60-74
F	Failure	<60
I	Incomplete	
W	Withdrawal	
WP	Withdrawal Passing	
RW	Required Withdrawal	

In General, all assignments within the PTA Program are due on the date and time indicated by the instructor. Late assignments will be accepted for 48 hours after the due date for ***half credit.*** No credit will be given after 48 hours. Refer to specific course syllabi for any variations to this policy. Please refer to pages 20-21 for policies regarding handling of coursework when a student is absent.

[Level of Performance]

Students receive grades according to individual level of performance in each course. Patient care demands assurance of competence; therefore, the student must achieve at least a "C" level of performance in all PTA courses to successfully complete the Program and to be eligible for progression to the next semester's courses. The faculty reserves the right to require that a student demonstrate acceptable achievement in all portions of the program, including units of work within a course and total course content. If a student receives a grade of less than "C" in a PTA course in the technical phase of the curriculum, the student will be out of progression.

[Attendance]

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. PTA Program students are expected to attend all class, laboratory, and clinic sessions, and complete all assignments and exams on time and as scheduled. Students are ultimately responsible for attendance regardless of the situation. Students who are absent or who come in late may have trouble in meeting expected outcomes of PTA coursework and/or may cause disruption of class learning experiences. PTA students will follow the attendance policy as written in the Jefferson State Community College Catalog and Student Handbook, and follow appropriate policies as published in the PTA Student Handbook and/or their respective courses. Per the College's attendance policy, some programs may require more stringent policies; the Physical Therapist Assistant Program does employ a more stringent standard in keeping with professional practice. Policies regarding attendance also apply to attendance for clinical rotations. As affiliate faculty, individual clinical instructors may choose to establish their own tardy policy; and/or the facility may require a student to follow a specific attendance policy. Timeliness and attendance may be used by the clinical instructor and/or the ACCE in determining student compliance with performance criteria on the CPI.

Attendance
* The Program will follow the College's attendance policy which states in part: Student absences are calculated from the first official day of class. When a student registers late, the classes that the student missed from the first scheduled class date will be counted as absences. * Also, in keeping with the College's attendance policy, instructors are allowed to establish his/her own course policies; The policies stated in the course syllabus for a student's specific class will be the policies for which the student will be held accountable. * Students will be advised that roll may be taken at the beginning of the scheduled class session. * Students are expected to attend class on time and are expected to remain in class for the duration of the published class time. * Exceptions regarding absences and/or tardiness may be considered on a case-by-case basis with evidence of documented extenuating circumstances. * Requests for excused absences must be made in writing as soon as possible and prior to the class, except in emergency situations. * If the student is unable to attend any PTA class, he or she is expected to notify the class instructor(s) as soon as possible and prior to the class whenever possible. It is the student's responsibility to directly contact the instructor. The student is responsible for providing documentation of the reason for absence. * If a class is missed, the student is responsible for obtaining all material presented, including handouts, lecture notes, instructional videos, etc. Students are responsible for the knowledge, skills and abilities not acquired due to absences and for assignments made or due from the first official day of class. Because the content covered in each class is extensive, instructors may not be able to repeat or review material for students who miss a lecture or laboratory class. * Absences may impact assignment grades in which professional behaviors are assessed. * If a student has excessive absences and is in jeopardy of failing the course, he/she is encouraged to consult with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this could result in a

grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance.

* Individual instructors may choose to give pop quizzes at any point during a class session. Pop quizzes missed because of absences or tardiness will not be made up.
* Instructors may also require make-up classes which will be scheduled by the instructor. Make-up exams will be scheduled at the convenience of the instructor. At the instructor's discretion, he/she may require the student to make up a class that involves a field trip or clinical assignment at a time scheduled by the instructor.
* Students are to refer to the PTA Program Handbook and appropriate course syllabus for specific policies and procedures for submission of missed work as a result of an absence.
* Students are to refer to the clinical education portion of this handbook for specific policies regarding clinical attendance.

[Student Absences: Day of Unannounced Quizzes and/or New Assignments]

Individual instructors may give unannounced pop quizzes or new assignments at any point during a class session. If a student is not in attendance during lab/class for any reason in which a new assignment or pop quiz is given, the student will receive a grade of "0" for the quiz or assignment. A quiz may not be made up; however, the student must complete the assignment despite a "0" score. Incomplete assignments will lead to the issuance of an "I-Incomplete" course grade (see below for exam policy). Exceptions may be considered for assignments if the student has made previous arrangements with the instructor and if valid documentation is provided (Please see Policy). However, no exceptions will be made for pop quizzes.

[Student Absences: Day of Scheduled Exams/Quizzes or on the Due Dates of Written Projects, Presentations and All Other Assignments]

Students are expected to be present for class on days that involve exams, quizzes, submission of written projects/general assignments and/or performance of visual/oral class presentations. All students are expected to take exams at the scheduled time. Information regarding scheduled exams/quizzes is published on the class schedule and/or course information sheets. Points earned from quizzes may be incorporated with other exam scores, or counted as a separate assignment, to determine the final course grade (refer to specific course syllabus). Students may be required to prepare written reports/projects and make oral presentations. Individual instructors will notify students of expectations and grading criteria for these assignments.

If a student has a ***scheduled appointment*** for medical, legal, or personal matters that conflict with the date for a quiz, exam, written project, assignment submission, or presentation, it is the student's responsibility to notify the instructor before the date in question and make arrangements to produce the work at an earlier date. The student must also arrange for any assigned quiz or exam to be rescheduled for an earlier date. The student must produce documentation which clearly states the reason for the impending scheduled appointment, that is preventing the student from attending class on the original date.

If the student ***waits until the same day or after the date*** in question to notify an instructor about a scheduled appointment for medical, legal, or personal matters that conflict with the date for a scheduled exam/quiz, submission of written project/general assignment, or visual/oral presentation then the student must produce documentation which clearly states the reason for the missed time and the following will apply:

* Assignments - The student's assignment(s) will be considered late and subject to 50% deduction in value if submitted within 48 hours of the due date. No credit will be given after 48 hours. The student will receive a grade of "I" for the associated course until the assignment is completed.
* Visual/oral presentations - The presentation will be considered late and subject to 50% deduction in value if rescheduled and presented within 48 hours. No credit will be given after 48 hours. The student will receive a grade of "I" for the associated course until the assignment is completed.
* Exams/Quiz - The student will be offered an opportunity to take a make-up exam scheduled by the instructor within 48 hours that is subject to 50% deduction in value. No credit will be given after 48 hours. The faculty has the option of preparing a different test or quiz to be used for make-up testing, which may include discussion or essay questions.

* At the discretion of the faculty member, failure to abide by any of the above requirements may result in a grade of zero for any of the above items.

If the student is unable to attend class on a day that involves scheduled exams/quizzes, submitting written projects/general assignments, and/or performing visual/oral presentation assignments ***due to emergent sickness, hospitalization, or another unplanned emergency***:

* The student must notify the class instructor(s) as soon as possible and prior to the class whenever possible.
* The student must provide appropriate, written documentation that states why the student was unable to attend class and when the individual providing documentation saw the student. This documentation must be provided as soon as possible and no later than the first day the student has returned to class.
* In those situations where the instructor has been notified and documentation provided, the instructor will consult the student regarding any missed coursework on the day the student has returned to class. Assignments due on the day(s) missed should be turned in on a new date and time as assigned by the instructor. A make-up exam/quiz will be rescheduled within two days of the original test date.
* Failure to notify the instructor and/or failure to provide documentation as outlined above will result in the following:
    - Assignments - The student's assignment(s) will be considered late and subject to 50% deduction in value if submitted within 48 hours of the due date. No credit will be given after 48 hours. The student will receive a grade of "I" for the associated course until the assignment is completed.
    - Visual/oral presentations - The presentation will be considered late and subject to 50% deduction in value if rescheduled and presented within 48 hours. No credit will be given after 48 hours. The student will receive a grade of "I" for the associated course until the assignment is completed.
    - Exams/Quiz - The student will be offered an opportunity to take a make-up exam within two days of the original test date. This will be scheduled by the instructor and is subject to a 50% deduction in value. No credit will be given after 48 hours. The faculty has the option of preparing a different test or quiz to be used for make-up testing, which may include discussion or essay questions.

* At the discretion of the faculty member, failure to abide by any of the above requirements may result in a grade of zero for any of the above items.

[Off-Campus Assignments]

Off-Campus Assignments are those that are required for students to meet specific course objectives. Students may be required to participate in assignments located on another campus or facility. Students will be asked to sign a form (PTA Form A) indicating they are aware that they are responsible for their own transportation and welfare for these trips. Other forms may be required by the specific facility. Students are considered guests and are to behave in a courteous and professional manner. Students are to dress appropriately for the site and must adhere to any dress code policies in place.

[Field Trips]

Participation in field trips or extra-curricular activity, approved by the college, is voluntary. These types of activities are not required for course and/or degree completion at Jefferson State Community College. Policies and procedures regarding these types of activities will be followed specifically by the administrative policies and procedures set forth by Jefferson State Community College.

[Dress Code]

To be consistent with standards of the program and the physical therapy profession, physical therapist assistant students must dress in an appropriate manner for all clinical, classroom and laboratory sessions. The manner of dress for laboratory sessions considers privacy and modesty to be of utmost importance, however, one must be able to practice

observation skills, palpation, data collection and other direct interventions in the lab setting. Securable lockers and changing rooms are located across from the PTA lab.

Clothing worn in the classroom or in any patient care area(s) should be neat and clean. Students should remove clinic attire for laundering as soon as possible after leaving the clinic to reduce the possibility of contamination. Wearing the white clinic jacket in the community (i.e., non-clinical or non-program settings) is not appropriate. In clinics or research settings where the school uniform or lab coat is not required, student attire is expected to conform to the facility's dress code.

Failure to have the appropriate attire for classroom or labs will result in the student being dismissed and not allowed to return to class until in proper attire. Points will be deducted from professional behavior assignment and the program director will be notified. After the third breach of dress is reported, the student will be excluded from class until a conference is arranged by the student with the appropriate Dean or Associate Dean. Please refer to the College Student Handbook regarding the Exclusion from Class policy.

Classroom/Lab Uniform:	**Aquatic Uniform:**
A. Designated Jefferson State Community College T-shirt as indicated by Program Director B. Long black gym-type shorts * Shorts must be fitted appropriately as to not expose undergarments. * Shorts must not exceed 4" above superior portion of patella. * Shorts should be plain and free of obvious labels, no extra pockets, loops, zippers, flares, denims, etc. * Shorts must be worn at the waist in the correct size. C. Jefferson State Community College Student Identification Badge * The ID Badge must be worn below the left clavicle area. D. Women should wear a sports bra with a racer back that provides appropriate frontal coverage underneath the designated T-shirt. E. Gym-type shoes and socks * No flip-flops * No sandals * No crocs * No high heels * No wedges * No open-toe shoes * No slide-on backless shoes F. Watch with second hand or digital readout, preferably water-resistant. G. Jewelry is limited to small earrings and plain ring bands, i.e., wedding band. Some types of body piercing, and related jewelry may lead to unwanted exposure to infectious diseases. These types of piercing, as well as visible tattoos or other body art, are not appropriate for patient care settings. H. Fingernails must not be longer than the ends of fingers (must not leave nail marks after palpation) and free of all polish and decoration. Artificial nails are not allowed. I. Hair longer than collar-length must be secured up and out of the way. J. Hair must be neat and clean. Hair color must appear natural. Unnatural colors include but are not limited to blue, purple, green, yellow, magenta, burgundy and orange. Extreme hairstyles (such as Mohawks) are not allowed. K. No heavy makeup. L. No cologne or perfume M. Plain long-sleeve sweatshirt or plain long-sleeve fleece may be worn over designated t-shirt if weather requires. N. Plain black warm-up pants may be worn over designated shorts if weather requires.	A. The physical therapist assistant student will wear items B and C to/from the designated aquatic center. Bathing suit items D and E are appropriate for entering the pool. B. Designated Jefferson State Community College T-shirt as indicated by Program Director C. Long black gym-type shorts * Shorts must be fitted appropriately as to not expose undergarments. * Shorts must not exceed 4" above superior portion of patella. * Shorts should be plain and free of obvious labels, no extra pockets, loops, zippers, flares, denims, etc. * Shorts must be worn at the waist in the correct size. D. Female: One-piece swimsuit. Two-piece suits are not acceptable. E. Male: Swimsuit with liner (built-in supporter). Boxer shorts, running shorts, basketball shorts are not acceptable. F. All Students: No jewelry G. All Students: Water Shoes

[Laboratory Participation]

Physical therapist assistant students must practice and become competent in skills in the lab prior to performing the skills with patients. It is also important for students to participate in the role of a patient, so they will be more aware of the experiences and effects of treatment. The Lab Participation Disclaimer (PTA Form B) is required of each student.

Students are expected to participate as a subject and as a PTA student in all lab activities unless there are identified, valid reasons why they cannot participate. This includes acting as a model, role playing, and palpation activities for a group of students or a partner. Students should not participate in any activities, which may be harmful or have a high risk of injury to themselves or others.

Instruction in precautions, contraindications and correct performance of activities will be given prior to students' practicing the activities designed by the instructor.

It is the student's responsibility to notify faculty if, for any reason, they should not participate in any activity. If a student is unable to participate in these activities, immediate notification must be provided to the lab Instructor (and when known in advance, provide appropriate documentation). The instructor will arrange for the student to receive reasonable, alternate means to gain practice/experience (as available) if there is a valid reason for nonparticipation.

[Laboratory Use]

The PTA lab is available for class use and independent study and practice. Students must abide by posted lab rules as well as the following:

- Anyone wishing to work in the lab during a scheduled class time must have permission from the class Instructor.
- Open lab hours for independent study will be posted on the college's learning management system in the respective course.
- No electrical equipment may be used unless a faculty member is present in the lab. Exceptions to this rule are the battery-operated TENS, EMG, and the biofeedback after the student has received instruction in their use.
- Media (i.e., DVDs, VHS tapes) located in the laboratory library are property of Jefferson State Community College and may not be removed from the lab for any reason.
- Lab Clean-up – each student is responsible for cleaning their immediate area and helping to maintain a safe, clutter-free lab environment. The lab instructor will designate weekly clean-up teams to perform the following duties: wiping down mats/tables, organizing room/equipment, throwing out garbage, laundry, and assorted tasks related to the laboratory. Failure to participate in your team lab clean-up duties will affect your professional point total.

[Laboratory Photography and Video Model]

If asked to serve as a laboratory photograph or video model, the student will be informed of the uses, if any, that will be made of the photographs and/or videos. The student must also sign a consent form (PTA Form Q) prior to being photographed.

[Skill Checks and Practical Exams]

Skill Checks and Practical Exams: Passing skills checks and practical exams are requirements for successful completion of appropriate PTA courses. Students must demonstrate competency in performing procedures in the laboratory setting prior to using physical therapy techniques in the clinic. The Program Director in conjunction with Program faculty will develop skill checks and laboratory practicals to validate student performance during laboratory classes as appropriate. Instruments for assessing competency in these essential procedures will be designed and/or revised as appropriate. Prior

to making clinical experience assignments, the ACCE will review/discuss completed skill checks and practicals with appropriate Instructors to ensure student readiness for clinical experiences.

Skill Checks

* Students will need to successfully complete skill check requirements for appropriate PTA courses. Skill checks are tests of student competency in performing procedures per specific criteria.
* Students will be provided criteria for Skills Checks in the appropriate course for reference purposes and for access during laboratory practice / preparedness.
* Program faculty will schedule and conduct laboratory skills checks during each term as appropriate during allocated lab sessions.
* Students will be notified well in advance of the dates/times for skill checks via the class schedule and/or the laboratory class Instructor.
* Students will be provided lab time to practice skills prior to actual skills check.
* Students are allowed to take skills checks as many times as it takes to pass, however points may be deduced for repeated attempts.
* Students requiring multiple trials may be scheduled to complete these tasks on another day outside of lab prior to the practical as required by the instructor.
* A student must pass all designated skills checks before taking the Practical exam. If a student fails to complete the skill checks prior to the scheduled Practical exam, they will be ineligible to take the practical exam. The student will then receive a course grade of D and be considered out of progression from the PTA Program. (Appendix I)
* If a student misplaces or loses documentation materials related to skill checks, this will constitute an automatic 25% reduction in the overall grade; point deductions received prior to lost documentation will be applied as well. The student will then have to redo all skill checks required and multiple trials will result in additional points deducted.
* At the end of the course, completed skill checks will be placed in the student academic file.

Psychomotor

* Students will need to successfully complete psychomotor exam requirements for appropriate PTA courses. Psychomotor exams are formal tests of student competency and may involve performing a complete treatment session.
* Students will be provided criteria for Psychomotor Exams in the appropriate course for reference purposes and for access during laboratory practice / preparedness.
* Program faculty will schedule and conduct laboratory experiences during each term as appropriate during allocated lab sessions; they may be scheduled during, or outside of, regularly scheduled lab sessions as well.
* Students will be notified well in advance of the dates/times for laboratory exams via the class schedule and/or the laboratory class Instructor.
* Students will be provided lab time to practice all previous learned skills prior to the actual psychomotor exam.
* To receive a passing grade for a psychomotor exam, a student must have an exam score of 75% or higher and must not receive a score of zero (0) for any of the safety related exam items.
* If a student fails on the first attempt, psychomotor exams may be retaken until the student can demonstrate sufficient competency. In this situation, the grade for the first attempt will be used for determining the student's course grade while the subsequent attempts will represent that the student demonstrated sufficient competency for the exam content.
* The student and Instructor(s) will confer to discuss the student's performance, determine possible reasons for unsatisfactory performance, and plan remediation activities as appropriate. The instructor has the final decision on the plan for remediation.
* A student who fails to show up for their assigned time for a psychomotor examination will receive a course grade of F and be considered out of progression.
* At the end of the course, completed psychomotor information will be placed in the student academic file.

Practical Exams

* Students will need to successfully complete Practical Exam requirements for appropriate PTA courses. Practical Exams are formal tests of student competency and may involve performing a complete treatment session.
* Students will be provided criteria for Practical Exams in the appropriate course for reference purposes and for access during laboratory practice / preparedness.
* Program faculty will schedule and conduct laboratory experiences during each term as appropriate during allocated lab sessions; they may be scheduled during, or outside of, regularly scheduled lab sessions as well.
* Students will be notified well in advance of the dates/times for laboratory practicals via the class schedule and/or the laboratory class Instructor.
* Students will be provided lab time to practice all previously learned skills prior to the actual practical exam.
* To receive a passing grade for a Practical Exam, a student must have an exam score of 75% or higher and must not receive a score of zero (0) for any of the safety related exam items.

* If a student fails on the first attempt, Practical Exams may be retaken once to demonstrate sufficient competency. In this situation, the grade for the first attempt will be used for determining the student's course grade while the second exam score will represent that the student demonstrated sufficient competency for the exam content.
* The student and Instructor(s) will confer to discuss the student's performance, determine possible reasons for unsatisfactory performance, and plan remediation activities as appropriate. The instructor has the final decision on the plan for remediation.
* If a student fails to pass a Practical Exam after the second attempt, the highest course grade that can be achieved is a letter grade of D; the student will be considered out of progression from the PTA Program. (Appendix I)
* A student who fails to show up for their assigned time for a practical examination will receive a course grade of F and be considered out of progression.
* At the end of the course, completed practical information will be placed in the student academic file.

[Inclement Weather]

Students are responsible for meeting all assigned classes and clinical dates. In the event of inclement weather, students will be expected to attend class or clinical as usual as long as they do so without risk of peril to themselves or to others.

In cases of severe inclement weather, the College will announce cancellation of classes through the local media as well as through the College's website and the e2Campus Emergency Alert System. All students are encouraged to register into the system to receive school closing information and other emergency messages via email and text messaging. Emergency procedures for a Tornado Watch or Warning are in the Jefferson State Community College Catalog and Student Handbook.

Students cannot attend clinic if area closures are in effect due to inclement weather that would constitute a hazard or risk to the student's health and safety. Facilities are expected to follow proper procedures to ensure the safety of individuals during a tornado warning/watch or other severe weather alert. Questions regarding this policy should be directed to the ACCE and/or Program Director.

[Emergencies]

In an emergency, it may become necessary for a family member or other person(s) to contact the student. If a student is expecting an emergency call, he/she should notify the instructor prior to the start of class. Inquiries as to the student's location should be directed to the Program Director at 983-5995 who will notify the student. If an emergency occurs while the student is on a clinical assignment, please contact the Academic Coordinator of Clinical Education at 983-5996. If the situation is extreme, the person may contact the JSCC Campus Police Department at (205) 983-5997.

If an emergency arises in which a family member or others needs to contact the student while on a clinical rotation, inquiries as to the student's location should be directed to the assigned facility Site Coordinator, who will then notify the student. A visitor to the student's assigned facility should stay in the appropriate facility waiting area until the student is notified.

HEALTH AND SAFETY

[Health Requirements]

Students are expected to have and maintain a satisfactory level of health, which includes freedom from chemical dependency and communicable diseases. Students must have a level of personal health which will allow them to perform the duties of a physical therapist assistant without undue risk of disease or injury to themselves, their patients, or co-workers. A physician or appropriate health care provider (i.e., Nurse Practitioner), based on history and a physical examination of the student, is to attest to and certify that the student is in a satisfactory level of health; and there are no past/present physical or emotional issues that will potentially interfere with the student's adjustment or activities while in the PTA program or during the clinical care of patients. The medical work up is also a requirement of the clinical education contract with affiliated health care agencies. The medical form includes documentation regarding:

Documentation
* Medical history and physical exam findings. * Documentation of immune status to measles, rubella, mumps, and chickenpox via titer or immunization. Vaccines must be completed within 1 year, or the student must have a positive titer within 5 years. If titers are negative, the student will need to be immunized or will need to sign a declination of immunization form (ClinEd_FormZ). * Date of tetanus immunization (must be within 10 years). * Dates of Hepatitis B immunization. If immunization series was completed more than 5 years ago, a titer is required or will need to sign a declination of immunization form (ClinEd_FormY). * Results from a 2-step Mantoux (TB skin test) and/or chest x-ray indicating no active disease if the TB test results are positive. * Results from hearing screen and colorblindness exam. * Documentation of Flu vaccine * Student and Physician (appropriate health care provider) attestation/verification.

The student is responsible for the cost of the physical exam, lab work, immunizations and any additional testing requested by clinical facilities. The student must sign the medical form acknowledging awareness that exposure to various communicable/transferable illnesses may occur during clinical experiences, and that the protection against these conditions (i.e., following safe health practices and becoming immunized) is the student's responsibility.

The ACCE will establish deadlines by which the medical information is to be submitted. Students will not be allowed to progress in the curriculum if the information is not complete and on file with the ACCE by the published deadline. Exceptions to the deadline may be made on a case-by-case basis. However, in no case will students be allowed to attend the first clinical rotation until all information is complete and on file.

Students are to maintain copies of all medical records prior to submitting the information to the ACCE.
Prior to or after admission, the program may request that the student demonstrate physical abilities to perform procedures safely, effectively, and without potential endangerment to the student, faculty, patients/clients, or other health care providers. If a student's level of health is unsatisfactory, or if the student is unable to demonstrate physical abilities to perform procedures safely, effectively, and without potential endangerment, the student may be denied admission or progression in the program.

[Health Insurance]

Jefferson State Community College and clinical experience sites require that students maintain their own hospitalization or other health care insurance with the company of their choice. Few students are ever injured in clinical areas, but we feel it is important for all students to provide for their own safety and financial well-being if an injury or illness does occur.

Some affiliated agencies utilized for student clinical experiences may provide free initial first aid emergency care for students injured while performing patient care services, but in others, first aid treatment must be paid for by the injured party. If further

treatment or admission to a hospital is required, it is always at the student's expense. Neither the hospital nor the school provides health care coverage of any kind for the student's further treatment.

[Liability/Malpractice Insurance]

Students are required to maintain current liability insurance during enrollment in the program. By the date specified, all newly admitted students must pay the required premium at the cashier's window and turn in the receipt to the ACCE. Students who fail to pay the premium by the due date may not attend clinical experiences and may be withdrawn from the program.

[Cardiopulmonary Resuscitation/CPR]

Students must maintain current certification in cardiopulmonary resuscitation (CPR) at the health care provider or professional rescuer level. The course must be an onsite course. A copy of current CPR certification must be on file in the ACCE's office prior to participation in the first clinical experience. The 2-year certification is acceptable; however, students must renew their CPR certification if it expires during their tenure as a PTA student.

Certification must include: One-rescuer CPR-adult, one rescuer CPR-infant/child, airway obstruction, and two-rescuer CPR. Lower levels of certification are not accepted.

[Technical Standards]

The physical therapy profession is considered to be moderately physically demanding. In the interest of student and patient safety, applicants possessing certain limitations may be requested to demonstrate abilities to perform clinical procedures and skills prior to or after admission to the PTA program. Students should be able to demonstrate abilities to perform procedures and skills safely, effectively, and without potential endangerment to self, other students, faculty, patients or other health care workers. Medical examination records and/or statements from physicians or other appropriate medical professionals may be required to assist in evaluating a student's ability to fully participate in the learning activities and responsibilities of the PTA program. If a student is unable to demonstrate abilities to perform procedures or skills safely, effectively, and without potential endangerment, the student may be denied admission or progression in the program. The Program Director will make the final determination regarding an applicant's eligibility for participation in program activities.

Students are required to complete the Technical Standards Verification Form and submit it with their application. If a student indicates that they cannot meet a criterion at 100%, the student will be scheduled for an appointment with the Program Director to determine whether the student had a documented disability and to discuss possible accommodations. The Program Director will determine whether the accommodations requested may by granted by the Program. The Program follows the College procedure consistent with the Americans with Disabilities Act of 1990 as printed in the College Catalog.

Students may be asked to fill out a new Technical Standard Verification Form at any point during the program when a change in status has occurred to accurately report on their abilities per program criteria. The Program Director reviews the completed Technical Standards Verification Form and schedules appointments with students requiring a meeting if technical standards are not met at 100%. Program Director may request medical examination records and/or statements from physicians or other appropriate medical professionals to assist in evaluating a student's ability to fully participate in the learning activities and responsibilities of the PTA program. The student may require documented clearance by a physician if there is a medical hold. The Program Director may refer the student to the ADA office at JSCC if appropriate. The program follows all college policies regarding the Americans with Disabilities Act of 1990 and as amended.

At any time before or during the program, the student is to inform the Program Director of any situation and/or condition that may interfere with 100% performance of each technical standard.

[Drug and Alcohol Screening]

As required by Section 22 of the Drug Free School and Communities Act of 1989 (Public Law 101-226) and in recognition of this institution's responsibility to serve as a beneficial influence on its students, its employees, and the community at large, Jefferson State Community College is designated as a drug and alcohol-free campus and will comply with the all the provision of Public Law 101-226. As stipulated by the health care agencies with which Jefferson State Community College Physical Therapist Assistant (PTA) Program contracts for clinical experience, students must abide by the policies established by these agencies relative to drug and alcohol screening and any subsequent revisions to the policy in order to participate in clinical experiences at the agency. This includes pre-clinical drug and alcohol screening, and random drug and alcohol screening should the student exhibit behaviors indicative of substance abuse during a clinical experience. Fees for all drug and alcohol screening must be paid by the student. Drug screen procedures and further details will be provided to each student during orientation for review and signed agreement. Pre-clinical screening is as follows:

- Students will receive notice of the drug screening guidelines during the program orientation session for newly admitted Physical Therapist Assistant students.
- The Physical Therapist Assistant Program will maintain on file a signed Acknowledgement of Student Drug and Alcohol Screen Policy Form (PTA Form Y) and a signed Student Drug and Alcohol Screen Participation Form (PTA Form Z) for each student.
- Drug and alcohol screening will be scheduled and conducted by a nationally accredited laboratory selected by the college at a cost to the student.
- Any student failing to report for screening at the designated time must complete testing with the designated laboratory within 24 hours.
- Students who are absent from class at the time of screening will be officially alerted to the missed screening via telephone at the contact number provided by the students. It will be the student's responsibility to contact the Program Director for details about how to complete the drug screening within the 24-hour time frame.
- Failure to complete the drug and alcohol screening will prohibit the student from completing the academic and clinical components of required Physical Therapist Assistant courses. The student will be considered out of progression. Readmission will follow the Readmission procedure outlined in Appendix I of the Student Handbook.
- Positive drug screens will be confirmed by Gas Chromatography/Mass Spectrometry (GCMS). No sample is reported as positive before it has been tested at least twice.
- Results of drug and alcohol screening must be sent directly to the Physical Therapist Assistant Program Director at Jefferson State Community College.
- Positive drug or alcohol screening will prohibit the student from completing the academic and clinical components of required Physical Therapist Assistant courses. The student will be considered out of progression. Readmission will follow the Readmission procedure outlined in part V of this document.
- Students not cooperating with any policies or procedures for testing will be out of compliance and will be considered out of progression. Readmission will follow the Readmission procedure outlined in part V of this document.

Students are to refer to the specific Drug and Alcohol Policy provided to them during initial orientation for specific details including pre-clinical screening, reasonable suspicion screening, student drug screen procedures, confidentiality, readmission, and other considerations.

[Safety Regulations]

Safety and use of common sense are of utmost importance to protect yourself, your classmates, and your patients. This includes using appropriate precautions for infection control, electrical and other equipment safety, body mechanics, spills and other hazards on floors, and chemical safety. You need to develop good safety habits from the first day you enter the program.

Safety precautions will be taught for each piece of equipment and procedure used. If you do not understand or have questions regarding equipment or procedures, ask your instructor. Please report any equipment that appears unsafe. Laboratory equipment is expensive and can be dangerous if misused. All lab equipment must be kept clean and treated with respect.

Laboratory Rules

* The physical therapy labs are places of learning. Respect for all items in the lab is required.
* Students are to remain in the lab until the session is completed or until dismissed by the instructor.
* Any adverse response during a course or during practice must be reported to the instructor immediately.
* Students are always expected to maintain the highest standards of personal hygiene and professional appearance. Students must always follow the JSCC dress code.
* Students must always behave in a professional manner. Please do not engage in disorderly, unruly, inappropriate conduct in the lab; students exhibiting poor conduct in lab will be asked to leave immediately.
* Please always utilize universal precautions.
* Pillows must always have a pillowcase on them before use. Do not use the pillows unless properly covered.
* All mats should be cleaned before and after use.
* Do not mark/write on any skeletons, models, laboratory library textbooks or other lab items with a pen, marker, highlighter, pencil, etc. Please do not tear pages out of the laboratory library textbooks.
* Please keep lab neat and clean. Be sure that all model parts are put back together after you use them and returned to their proper place. Clean up all trash. Put away all papers, books, charts, linens, equipment, videos, etc. All dirty and used linens must be put away in designated laundry bins. Please return all modality equipment and accessories to the appropriate designated area(s).
* Keep food or drink in designated areas and/or contained until appropriate break or lunch periods. Do not leave any food or drinks around models, equipment, or the lab computer.
* Use equipment and all laboratory items for their intended purpose only.
* Never disassemble anything unless it was designed to take apart and you have permission to do so.
* Always unplug equipment by the plug, not the cord.
* Be sure all equipment is in the "off" position before applying it to or removing it from another person.
* Students may not use any electrical equipment except battery operated TENS, muscle stimulators, and EMG units unless an instructor is present. Battery operated units may be used only after appropriate instruction has been given.
* Report malfunctioning or broken equipment to an instructor immediately. Mishandling or breaking of equipment must be reported immediately.
* Students may use the lab for independent study during scheduled open lab periods or special arrangement with the instructor.
* Students are not allowed to bring in family members or outside guests for any reason.
* All lost and found articles will be turned into Campus Police.
* Please do not take ANY item from lab home.
* Teams designated to clean the lab must remain until all duties are complete; this is a collaborative effort – do not leave team members behind to do your duty. Teams designated to clean lab may not leave wet laundry in the washer.
* Even though teams are designated weekly for lab clean-up, it is the responsibility of each student to participate in keeping the lab orderly, clean, and safe.
* REMEMBER: SAFETY FIRST!

[Universal Precautions]

Physical therapist assistant students will receive instructions in universal precautions at the beginning of the first semester and continuing throughout their year of PTA coursework. Students must demonstrate an understanding of, and utilize, universal precautions in all lab and clinical activities. Content specific to universal precautions includes, but is not limited to:

* Blood and airborne pathogens
* Hepatitis B immunization
* Mechanisms of pathogen transmission
* Appropriate disposal/labeling and housekeeping measures
* Prevention of exposure to blood and airborne pathogens
* Exposure control, including determination of exposure and post-exposure reporting

[Management of Student Exposure to Blood or Body Fluids]

In the event a student is exposed to blood or body fluids via parenteral, mucous membranes, or open skin routes, the following should be implemented:

Procedure

A. Exposure Report
   1. If the exposure occurs at a clinical site, the exposure incident procedures of the facility as they apply to students should be followed.
   2. The student will seek medical attention through either the employee health service of the clinical facility or the individual's private physician. Payment of medical bills is the responsibility of the exposed individual.
   3. The faculty member responsible for student supervision and the student will submit a written report of the incident within two working days to the Program Director of Physical Therapist Assistant which includes:
      a. Date and time of exposure.
      b. Details of the exposure, including procedure being performed, where and how the exposure occurred, if the exposure involved a sharp device, type and amount of fluid or material involved in exposure, and condition of skin (e.g., intact, chapped, abraded) of student.
      c. Information about exposure source or individual determining infection risk when policies of facility prohibit direct release of this information.
      d. Information about follow-up.
   4. The exposure incident report will be permanently placed by the Program Director of Physical Therapist Assistant in the student's file and a copy of the incident report will be forwarded to the Dean for review as soon as possible.
   5. A digital copy of the incident report will be kept by the Program Director of Physical Therapist Assistant.
   6. The Program Director of Physical Therapist Assistant will notify college President of the incident with a copy of the incident report.

B. Exposure Management
   It is the responsibility of the student to arrange and finance post-exposure medical follow-up care. However, the student is advised of the following recommendations:

   1. Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water: mucous membranes should be flushed with water.
   2. OSHA Guidelines direct the clinical facility's infection control officer to attempt to determine the infectivity status of the source individual.
   3. The student's physician should clinically and serologically evaluate the student member as soon as possible to determine the need for post exposure prophylaxis. The attachment to this policy, "Blood and Body Fluid Exposure Management" (HIV-AIDS) Information Center), should be presented to the physician to guide decisions regarding the need for post exposure prophylaxis.
   4. The "Evaluating Physicians Statement" should be presented to the physician for completion and returned to the student. This form should be returned to the Program Director of Physical Therapist Assistant and attached to the incident report.
   5. Baseline testing for HIV antibodies should be performed. If initial testing is negative, it is suggested that the student be retested at 3- and 6-months' post exposure.
   6. In the event a student is exposed to blood or body fluid from an individual who is positive for Hepatitis B viral antigen, or if the infectivity status of the source individual cannot be determined, the student should immediately have their Hepatitis B immunity status evaluated by their physician utilizing appropriate serologic testing such as Anti-HBs antibody titer.
   7. In the event a student does not have immunity, or has low immunity to the Hepatitis B virus, the student should seek medical treatment at once. Hepatitis B Immune Globulin (HBIG), if recommended by the student's physician, should be administered within seven (7) days following an exposure. Repeat vaccination may also be recommended.
   8. If the student declines to seek medical care, the Program Director of Physical Therapist Assistant shall have the student sign the "Declination to Seek Post-Exposure Medical Follow-up form. This form shall be attached to the incident report and a copy of the form shall be forwarded to college President.

   References: Universal Precautions: Employer's Compliance Manual for Healthcare Facilities (1992) Medcom, Inc. Garden Grove, California

   Public Health Guidelines for the Management of Health Care Work Exposure to HIV and Recommendations for Postexposure Prophylaxis, 1998

A full copy of the policy and appropriate report forms will be provided to each student during initial program orientation.

[On-Campus Incidents and Accidents]

All accidents and incidents must be treated as appropriate and reported. Students should seek appropriate emergency care. If the injury is of a serious nature, call EMS at 911 and campus police at extension 5997. If the injury is not serious enough to require paramedic attention, take appropriate first aid measures and medical follow-up care. The student is responsible for all costs of care.

All involved individuals must complete an Incident/Accident Report and submit the forms to the Program Director within two working days of the incident/accident.

In the event that exposure to blood or body fluids occurs, refer to the procedure under JSCC Policy on Management of Students Exposure to Blood or Body Fluids.

GENERAL INFORMATION

[Student Organizations]

Jefferson State is dedicated to the total development of the individual; therefore, many opportunities are available for co-curricular activities. Organizations and activities are a vital part of the college's commitment to the total development of the individual student. Student organizations and activities exist to enhance and support the academic experience. Student organizations provide opportunities for students to voice their comments and suggestions as well as to make positive contributions to both the community and the institution. All students are encouraged to contribute positively to the decision-making process of the college. Student organizations are open to all students of Jefferson State who qualify for membership. No student may be denied membership based upon age, sex, race, religion, national origin, or disability.

The Dean of Enrollment Services may temporarily suspend the recognition of a recognized student organization if the members of the group conduct themselves in such a manner that their actions could and/or do present a clear and present danger to the orderly educational process of the college. Any temporary suspension would be no longer than the time necessary to have an investigation of the circumstances that led to the suspension. Organizations operate with the advice and consent of their advisors in conjunction with Recruiting/Student Activities.

[Financial Concerns]

Finances are often high on the list of student concerns. Listed below are some of the anticipated expenses in the Physical Therapist Assistant program. Tuition and Fees are subject to change by the Alabama Community College System Board of Trustees

Item	Cost
Tuition	$170 /credit hour in state; $299/ credit hour out of state- Total tuition for the core portion of the program is approximately $6800 in state / $11,960 out of state, excluding other fees listed below. Additional information concerning tuition and fees is published in the Jefferson State Community College Catalog & Student Handbook
Uniform	Costs associated with the dress code vary. Lab T-shirts approx. $25/each.
Books	$250 - $850 per semester. Actual cost is determined by the requirements of individual courses. Many books will be needed for future PTA courses; therefore, students are encouraged not to sell books.

Health Insurance	Students are required to maintain in force health/ hospitalization insurance during enrollment in the program. Students are responsible for all costs related to Health Insurance. Costs vary depending on provider and policy.
Medical Tests and Immunizations	On admission to the PTA program, students are required to receive medical exams, tests, and immunizations; students are responsible for all costs. Cost varies with student's choice of provider for exams, tests, and immunizations.
Screenings	Upon admission to the PTA program, students need to submit to one drug and alcohol screening, background check, and driving record history check prior to their participation in clinical education. The cost to the students for the screening test is approximately $120.00. Students are responsible for the costs of additional screens if required.
APTA Student Membership	$80.00 annual dues. $15.00 Alabama chapter dues.
Licensure Board Exam Preparation Course	$85.00
PEAT – Practice Exam and Assessment Tool	$99.00
Licensure Application and Testing Fees	$672.00 (based on AL State Board Fee Schedule and does not including test center fees)

[Learning Resources Center]

The Library or Learning Resources Center (LRC) is located in the General Studies Building (GSB) and open to students, faculty, staff, and the community. It is a media center furnishing bibliographies, books, journals, newspapers, and internet access. The Center houses reading, study, and lecture rooms and viewing rooms with projection facilities. Hours of operation are published periodically.

Under the terms of the inter-institutional Cooperative Borrowing Agreement, library privileges are extended to Jefferson State students at several area colleges, including the University of Alabama at Birmingham's Lister Hill Library for the Health Sciences and the Alabama Sports Medicine Library at HealthSouth. Materials may also be requested from other libraries through interlibrary loan services. Materials may be checked out upon presentation of a valid student identification card to library personnel.

[Learning Success Strategies]

Preparing for a health care career involves a different type of learning than traditional classroom education. It involves actual application of knowledge and skills to treat and help other people. This type of learning involves practice in palpation, testing procedures, problem solving, performing treatment procedures, and teaching patients and/or caregivers and others how to perform exercises and mobility activities. This teaching involves correcting them when they make mistakes. Additionally, health care professionals must take responsibility for their own continuing education. This includes assessing their own abilities and developmental needs, setting goals, and planning learning experiences to meet personal and professional goals.

Many of the skills used by the physical therapist assistant involve sensory and motor tasks and require development of these skills through repeated practice. The skills a Physical Therapist Assistant performs may include palpation of body tissues, testing procedures, massage, exercises, and mobility and gait training. PTAs can't just "know" something but must use their knowledge to perform skills safely and effectively.

Physical Therapist Assistant courses are designed to build on the foundation of knowledge from prerequisite courses. Didactic and clinical education components are integrated in such a way that it allows the student to apply theoretical knowledge to patients under the supervision of Clinical Instructors. The program is responsible for assuring that students are competent in essential skills before being allowed to perform those skills in the clinic. Student competency in skills is tested on an individual basis.

Strategies for success in the learning process include:

- Attend all class and clinic sessions
- Study/complete all assignments
- Ask questions and ask for help when needed
- Take advantage of all optional activities
- Do self-assessment of your knowledge and skills
- Practice skills that need improving
- Be available to help classmates practice skills
- Change lab partners regularly
- Participate in class/lab "role play" activities
- Develop and implement professional goals

[Learning Success Center]

The Learning Success Center (LSC) is designed to promote access to computer technology, online resources, and instructional programs to both college students and community residents in support of achievement of their academic career or life goals. From students needing to improve study habits, to individuals identifying learning strengths and weaknesses, to striving to create a sensitive environment that is conducive to learning by providing multifaceted academic, and professional support to students, staff, and faculty of Jefferson State Community College. Computer-assisted instruction, tutorial sessions and seminars are just a few of the tools used for educational development. Individual programs can be designed to address academic concerns for a unique learning experience.

[Security of Personal Property]

The college cannot be responsible for your personal property, nor can the college assume responsibility for the protection of vehicles or their content. The campus police recommend that students conceal books, supplies, and other valuables in the trunks of their cars or always keep valuables in their possession. Items such as purses, handbags, bookbags, and knapsacks should not be unattended. A campus police officer is generally available to investigate on-campus incidents during regular working hours.

The College and Program are equally concerned about your safety while traveling to and from affiliating agencies for clinical experiences. We strongly recommend that you take safety precautions such as traveling in groups if possible and parking in well-lighted areas. Most affiliating agencies have security officers who will be happy to escort you to your car if you feel that circumstances warrant this.

Please refer to campus police policies and information in the Jefferson State Community College Catalog and Student Handbook.

CLINICAL EDUCATION PROGRAM

[Clinical Experience Manual]

This portion of the PTA Student Handbook serves as the Clinical Experience Manual. This manual provides Jefferson State Community College Physical Therapists Assistant students, faculty, supervisors, and other interested individuals with an overview of the process and content of the clinical experience.

The Clinical Experience Manual contains clinical education policies and procedures, descriptions of clinical experiences, performance standards, roles and responsibilities and other pertinent information.

Clinical Instructors are encouraged to read the information in the Clinical Experience Manual to ensure familiarity with current Program information and evaluative procedures. Evaluation of student clinical performance is to be completed using the American Physical Therapy Association's Physical Therapist Assistant Clinical Performance Instrument through PTA CPI Web.

Questions regarding the clinical program not addressed in the Clinical Experience Manual should be directed to the ACCE and/or the Program Director. Please refer to page 3 of the Student Handbook for the complete table of contents.

Academic Coordinator of Clinical Education
Cindy Elliott, PTA, BS, MS
Office: GSB 316A
Phone: 205-983-5270
Email: cwelliott@jeffersonstate.edu

Program Director
Leslie Naugher, PTA, BS, MS
Office: GSB 316E
Phone: 205.983.5996
Email: lnaugher@jeffersonstate.edu

[Accreditation]

The Physical Therapist Assistant Program at Jefferson State Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100 Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditationsupport@apta.org; website: www.capteonline.org.

DIRECTION AND SUPERVISION OF THE PHYSICAL THERAPIST ASSISTANT HOD P06-18-28-35 [Amended: HOD P06-05-18-26; HOD 06-00-16-27; HOD 06-99-07-11; HOD 06-96-30-42; HOD 06-95-11-06; HOD 06-93-08-09; HOD 06-85-20-41; Initial: HOD 06-84-16-72/HOD 06-78-22-61/HOD 06-77-19-37] [Position]

Physical therapist practice and the practice of physical therapy are synonymous. Both phrases are inclusive of patient and client management, and direction and supervision. Direction and supervision apply to the physical therapist assistant, who is the only individual who assists a physical therapist in practice. The utilization of other support personnel, whether in the performance of tasks or clerical activities, relates to the efficient operation of the physical therapy service.

Physical therapists are responsible for providing safe, accessible, cost-effective, and evidence-based services.
Services are rendered directly by the physical therapist and with responsible utilization of physical therapist assistants. The physical therapist's practice responsibility for patient and client management includes examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Physical therapist assistants may be appropriately utilized in components of intervention and in collection of selected examination and outcomes data.

Direction and supervision are essential in the provision of quality physical therapist services. The degree of direction and supervision necessary for ensuring quality physical therapist services is dependent upon many factors, including the education, experiences, and responsibilities of the parties involved, as well as the organizational structure where physical therapist services are provided.

Regardless of the setting in which the physical therapist service is provided, the following responsibilities must be borne solely by the physical therapist:

1. Interpretation of referrals when available
2. Evaluation, diagnosis, and prognosis
3. Development or modification of a plan of care, which is based on the initial examination or reexamination and includes the physical therapy goals and outcomes
4. Determination of when the expertise and decision-making capability of the physical therapist requires the physical therapist to personally render services and when it may be appropriate to utilize the physical therapist assistant
5. Revision of the plan of care when indicated
6. Conclusion of an episode of care
7. Responsibility for any “hand off” communication
8. Oversight of all documentation for services rendered to each patient or client

Only the physical therapist performs the initial examination and reexamination of the patient and may utilize the physical therapist assistant in collection of selected examination and outcomes data.

The physical therapist is responsible for services provided when the physical therapist’s plan of care involves the physical therapist assistant. Regardless of the setting in which the service is provided, the determination to utilize physical therapist assistants requires the education, expertise, and professional judgment of a physical therapist as described by the Standards of Practice for Physical Therapy, the Code of Ethics for the Physical Therapist, and the APTA Guide for Professional Conduct.
In determining the appropriate extent of assistance from the physical therapist assistant, the physical therapist considers:

- The physical therapist assistant’s education, training, experience, and skill level
- Patient or client criticality, acuity, stability, and complexity
- The predictability of the consequences
- The setting in which the care is being delivered
- Federal and state statutes
- Liability and risk management concerns
- The mission of physical therapist services for the setting
- The needed frequency of reexamination

Physical Therapist Assistant

Definition

The physical therapist assistant assists the physical therapist in the provision of physical therapy. The physical therapist assistant is a graduate of a physical therapist assistant program accredited by the Commission on Accreditation in Physical Therapy Education.

Utilization

The physical therapist is directly responsible for the actions of the physical therapist assistant in all practice settings. The physical therapist assistant may provide services under the direction and at least general supervision of the physical therapist. In general supervision, the physical therapist is not required to be on site for direction and supervision but must be available at least by telecommunication. The ability of the physical therapist assistant to provide services shall be assessed on an ongoing basis by the supervising physical therapist.

Services provided by the physical therapist assistant must be consistent with safe and legal physical therapist practice and shall be predicated on the following factors: complexity and acuity of the patient's or client's needs; proximity and accessibility to the physical therapist; supervision available in the event of emergencies or critical events; and type of setting in which the service is provided. The physical therapist assistant makes modifications to elements of the intervention either to progress the patient or client as directed by the physical therapist or to ensure patient or client safety and comfort.

When supervising the physical therapist assistant in any offsite setting, the following requirements must be observed:

1. A physical therapist must be accessible by telecommunication to the physical therapist assistant at all times while the physical therapist assistant is providing services to patients and clients.
2. There must be regularly scheduled and documented conferences with the physical therapist assistant regarding patients and clients, the frequency of which is determined by the needs of the patient or client and the needs of the physical therapist assistant.
3. In situations in which a physical therapist assistant is involved in the care of a patient or client, a supervisory visit by the physical therapist:
    a. Shall be made upon the physical therapist assistant's request for a reexamination, when a change in the plan of care is needed, prior to any planned conclusion of the episode of care, and in response to a change in the patient's or client's medical status.
    b. Shall be made at least once a month, or at a higher frequency when established by the physical therapist, in accordance with the needs of the patient or client
    c. Shall include:
        i. An onsite reexamination of the patient or client
        ii. Onsite review of the plan of care with appropriate revision or termination
        iii. Evaluation of need and recommendation for utilization of outside resources

Explanation of Reference Numbers: HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4. P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

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OVERVIEW OF CLINICAL EDUCATION

[Purpose of Clinical Education]

Clinical education experiences are crucial to the preparation of competent physical therapist assistants. There exists, in effect, a partnership between the clinical site and the educational program for the purpose of educating the PTA student. The clinical center and staff should provide an active, stimulating environment and administrative support of clinical education appropriate for the learning needs of students. The student's experiences at the clinical site lead to the further development of knowledge, skills, and attitudes identified in the Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants and the Jefferson State PTA Program Mission and Goals.

[Student Supervision]

The clinical instructor is responsible to provide the appropriate level of supervision for students in the clinical environment based upon the student's education level, complexity of the patient, the clinical setting, state practice act, and reimbursement requirements. The students will understand the appropriate level of supervision however they will need to know what is expected from them and who will be supervising them. Physical therapist assistant students can be supervised by a licensed physical therapist and/or physical therapist assistant working under the direction and supervision of a licensed physical therapist.

The clinical instructor serves as a role model and mentor to assist the student with development of their professional and clinical skills. Effective teaching/learning for both student and CI involves planning for student learning and supervising and evaluating student performance. Clinical education courses are designed to ensure that students receive quality learning experiences. BEST PRACTICE IN MENTORING IN PHYSICAL THERAPY HOD P06-18-38-49
The American Physical Therapy Association (APTA) encourages physical therapists and physical therapist assistants to use best practices for mentoring colleagues, physical therapist, and physical therapist assistant students, post professional students, residents, and fellows. Mentorship has been recognized as a catalyst for career success.

There should be a clear understanding that during the clinical education experience:

Important
* Students are not employees of the assigned facility but are considered to be students of Jefferson State Community College. * Students should be receiving learning experiences appropriate to their level of education and not utilized as supplemental staff. * Clinical Instructors need to adhere to all guidelines and regulations established for clinical education set by the APTA and the specific program. * Clinical Instructors must assume full responsibility for treatment procedures/techniques taught to the student that are beyond their current level of education or outside their range of work. Clinical Instructors assume responsibility that these techniques are in no way in conflict with the state practice act.

The following documents are referenced to underscore the guidelines for Clinical Education set forth by the APTA

EDUCATIONAL DEGREE QUALIFICATIONS AND NOMENCLATURE FOR PHYSICAL THERAPISTS AND PHYSICAL THERAPIST ASSISTANTS
HOD-PO6-18-33-38 Position

LEVELS OF SUPERVISION
HOD P06-19-13-45 [position]

INTERVENTIONS EXCLUSIVELY PERFORMED BY PHYSICAL THERAPISTS
HOD P06-18-31-36 Position

ETHICAL AND LEGAL CONSIDERATIONS FOR CLINICAL EDUCATION
HOD P06-18-18-28 Position

General Clinical Education Guidelines for a Good Learning Experience

* Encourage students to be active learners
* Promote self-discovery and creativity
* Allow students to correct their mistakes
* Encourage self-evaluation
* Make the student feel welcome and accepted
* Encourage openness and self confidence
* Establish a trusting professional relationship
* Coordinate learning experiences that are appropriate for the student's level
* Set weekly goals with the students
* Increase the complexity of tasks throughout the clinical experience
* Expose the student to a variety of services as able
* Expose the student to a variety of patients and treatment

[Clinical Experiences]

During the technical phase of their educational preparation, Jefferson State PTA students participate in four full time clinical education experiences for a total of 16 weeks (640 hours) of hands-on learning experiences. The clinical experiences are appropriately sequenced throughout the curriculum and are designed to build on academic course content. Clinical education experiences provide opportunities for students to practice skills and to synthesize and apply knowledge and theories gained in the classroom. Students are expected to know basic procedures taught each term and to continue practicing skills learned during the previous term, as applicable. By the end of the final clinical experience, students should have attained the competencies needed to function independently at the Physical Therapist Assistant level.

Clinical Experience 1: PTA 260 Clinical Education – 2 weeks full-time
This clinical experience emphasizes beginning level skills. Instruction received includes: concepts of adult education, an introduction to the profession of physical therapy, an overview of the health care system including basic reimbursement procedures, roles and responsibilities of physical therapy personnel, therapeutic communication, ethical and legal issues, documentation and medical records, concepts of disability and rehabilitation, pathology of selected diseases, and the application of selected basic patient care techniques including modalities, basic therapeutic massage, basic exercise, gait, transfers, goniometry, and muscle testing. Students are expected to demonstrate competency in the application of supervised, selected patient care including techniques and procedures learned / practiced to date. Written assignments are required for successful completion of this clinical experience.
Clinical Experience 2: PTA 263 Clinical Education – 4 weeks full-time
This clinical experience emphasizes intermediate level skills. Instruction received includes neurological and orthopedic rehabilitation techniques, cardiopulmonary, aquatics, and pathology of selected diseases. Students have participated in one short clinical education experiences and are now ready to experience an extended learning experience. They are in the process of completing their studies in pathology of selected diseases and professional issues including preparing for the national licensure exam. Students are expected to demonstrate competency in the application of supervised, selected patient care including techniques and procedures learned / practiced to date. Written assignments are required for successful completion of this clinical experience. The student must present an in-service or oral presentation during this rotation.
Clinical Experience 3: PTA 268A Clinical Education – 4 weeks full-time
This clinical experience emphasizes a more advanced level of skills. Students have participated in two clinical education experiences and are in the process of completing their studies in pathology of selected diseases and professional issues including preparing for the national licensure exam. Students are expected to demonstrate competency in the application of supervised, selected patient care including techniques and procedures learned / practiced to date. Written Assignments are required for successful completion of this clinical experience. The student must present an in-service or oral presentation during this rotation.
Clinical Experience 4: PTA 268B Clinical Education – 6 weeks full-time
This final clinical experience emphasizes entry-level skills. Students have participated in three clinical education experiences and have completed their didactic PTA coursework. They are ready to focus on synthesizing and utilizing PTA knowledge and skills while continuing to prepare for the national licensure exam. Students are expected to demonstrate competency in the application of supervised, selected patient care including techniques and procedures learned / practiced to date. Written Assignments are required for successful completion of this clinical experience. Upon completion of this clinical experience, the student should demonstrate competency in physical therapist assistant entry level skills and function within the organizational structure of the facility. The student must present an in-service or oral presentation during this rotation.

[Criteria for Selection of Clinical Sites]

A clinical education center will:

* Be licensed or accredited as applicable.
* Have a facility philosophy compatible with that of the college and the PTA program and operate within legal/ ethical standards.
* Demonstrate evidence of staff development to promote currency in practice.
* Provide updated and accurate Clinical Instructor information to allow ACCE to make informed decisions in regard to coordinating clinical instruction of students.
* Provide current job descriptions, organizational chart, and clearly defined roles for physical therapy personnel.
* Have adequate number of therapy staff to provide sound educational program while promoting staff participation in clinical education activities.
* Provide the student with learning experiences appropriate for their level of education, to fulfill student objectives for each level of clinical experience and reinforce didactic learning.
* Receptive to participating in feedback mechanisms to allow clinical program assessment.
* Provide adequate support services and facilities for students (i.e., adequate patient population, staff, equipment, space, cafeteria, parking, available housing, and other resources).
* Provide an orientation for students and maintain a current readily accessible policy and procedures manual.
* Have policy and procedure manuals that include policies regarding patients' rights and safety procedures.
* Have non-discrimination policies and procedures relative to facility personnel, patient rights and in the selection or assignments of students during their learning experiences.
* Expose students to non-patient care activities, (e.g., quality improvement, productivity monitoring, observing surgery, observing other health care professionals, supervising support personnel) as appropriate.
* Center will have safety guidelines in place (i.e., fire, MSDS, infection control, environment).

[Roles of Clinical Instructional Personnel]

Academic Coordinator of Clinical Education (ACCE):
The ACCE is a full-time Jefferson State Community College employee in the Physical Therapist Assistant program charged with administering the clinical education component of the program and coordinating with the clinical affiliates. Responsibilities include:

- Identifying potential clinical sites.
- Initiating and/or responding to requests for affiliate contracts.
- Communicating with clinical sites regarding clinical experience dates and goals and objectives to be achieved for each specific clinical experience.
- Orienting the clinical faculty to Jefferson State's PTA program, faculty rights and privileges, student evaluations, and other information.
- Informing clinical sites of program changes.
- Ensure students have completed and passed the didactic portion of the program.
- Assigning students to clinical sites.
- Communicating with clinical faculty and/or the student during the clinical experience on an as-needed basis through phone calls or scheduled visits.
- Maintaining clinical education records.
- Evaluating the overall effectiveness of the clinical education component of the curriculum.
- Reporting the status of the clinical education component of the curriculum to the program director.
- Developing and Conducting Basic Clinical Instructor Workshops and implementing clinical faculty development activities based on the results of the clinical education evaluations.

Center Coordinator of Clinical Education (CCCE):
As the clinical affiliates appointed representative, the CCCE coordinates the clinical education activities, including assignment of students to clinical instructor(s). Responsibilities include:

- Serving as the liaison between the college, ACCE and the clinical site.
- Reviewing student affiliation agreement to confirm.
- Assigning the student to a qualified CI (see CI requirements below).
- Developing the student's schedule with CI input.
- Serving as a resource person and mediator for student/clinical staff conflict resolution.
- Ensuring that students are not used in lieu of regular employees and that they do not work without proper supervision of appropriate personnel.
- Providing feedback to the ACCE regarding the effectiveness of the clinical education program.
- Keeping the ACCE updated on developments in research, new protocols in physical therapy delivery, and any other pertinent information that could be used to strengthen the program.
- Providing the ACCE with current and accurate information about the clinical site via the Clinical Site Information form (CSIF)

Clinical Instructor (CI):

Clinical Instructors are officially recognized by the college as **affiliate faculty** and have all the responsibilities, rights and privileges accorded this position. As this is a voluntary, non-contracted position, affiliate faculty members receive No compensation in the form of salary or benefits from the college.

Requirements: Affiliate faculty must meet the requirements for professional, experiential and/or scholarly preparation established by the appropriate accrediting/approving body for the course or program in which they are teaching. Criteria for clinical instructors in the Jefferson State Physical Therapist Assistant Program require the CI to:

- Be a graduate of an accredited PT or PTA program.
- Be licensed, or otherwise regulated, in the state in which they practice.
- Have a minimum of one year of clinical practice experience in the area in which they are teaching.
- Practice within legal and ethical standards.
- Receptive to learning Program curriculum and objectives for each clinical experience level.
- Be able to plan learning activities to meet student objectives, needs and special interests.
- Be able to provide formative and summative evaluations of student performance.
- Have good oral and written communication skills.
- Form a supportive, professional relationship with students.
- Be a role model for self-development and continuing education, ethical and effective practice, and professional behaviors.
- Be able to participate in the APTA's online WEB CPI training.

Responsibilities: As program affiliate faculty, clinical instructors have the responsibility to:

- Orient the student to the clinical facility, including equipment, relevant policies, and procedures.
- Instruct the student in documentation procedures used at the facility.
- Review and co-sign all patient notes written by the student.
- Supervise treatment activities provided by the student at all times.
- Assume responsibility of coordinating the in-house learning activities of the student and incorporate individual student goals into these activities when feasible for the rotation. Student goals and objectives are stated in the Student Data/Objectives (ClinEd Form D) provided by the student at the beginning of the clinical experience. Program goals and objectives for the clinical experiences are outlined above.
- Assume responsibility for treatment procedures or techniques provided by the student that have not been presented and practiced in the academic environment.
- Provided feedback to students. When giving feedback, it is best to be concise and direct to deliver the correct message. CIs should provide the students with positive feedback along with constructive criticism as needed to promote positive development of patient treatment skills and professional behaviors. When providing feedback, it is important to consider the time and place. Providing feedback in front of the patient is not always appropriate. Throughout all interactions, it is best to attempt to maintain a positive student-CI relationship.
- Maintain written records and performance evaluations on the student and provide copies of these reports to the ACCE as described in the evaluation section of this manual.
- Maintain confidentiality regarding Jefferson State Community College Physical Therapist Assistant students.
- Provide feedback to the ACCE regarding the effectiveness of the clinical education program.
- Serve as a positive role model for students.
- Assist in evaluation of the clinical education program by completing a Program Evaluation and Self-Assessment if requested.
- Follow policies and procedures of the institution in which they are employed in the event that an exposure to blood or body fluids occurs while providing clinical supervision to Jeff State PTA students.

Rights: As affiliate faculty for Jefferson State Physical Therapist Assistant Program clinical instructors have the right to:

- Be kept informed of any substantive program changes.
- Request a conference as appropriate with the ACCE and/or program director.
- Voice concern(s) related to didactic educational units and/or clinical experiences to the ACCE. Any concern not resolved at that level shall continue to be referred up the administrative chain until resolution occurs.
- Have representation on the Program's Advisory Committee
- Attend at low, or no cost, clinical faculty development activities sponsored or co-sponsored by the Program
- Have access to appropriate Jefferson State PTA Program's online faculty services such as the Basic Clinical Instructor Manual, Clinical Experience Manual, etc.

Privileges: Clinical Instructor privileges include:

- Official recognition as Jefferson State Community College Affiliate Faculty.
- Attend all college events such as lectures, workshops as appropriate
- Attend and/or participate in all program events.

[Role of the Student]

The role/responsibility of the student during their clinical experiences is to observe the physical therapy environment, gain an understanding of the roles and responsibilities of the various professionals involved, and to assist in the treatment of patients. The student will be expected to demonstrate competency and a thorough knowledge of the skills necessary to become a Physical Therapist Assistant. The student is expected to adhere to each clinical site's departmental policies as provided during their orientation. Appropriate legal and ethical professional behavior is expected of the student at all times. The role of the student includes maintaining professional demeanor at all times, asking appropriate questions, accepting feedback and use of feedback for development, and to set and achieve objectives. Students will be expected to seek learning opportunities, provide patient care as directed by clinical instructors, and complete necessary documentation as directed by the Academic Coordinator of Clinical Education (ACCE) and the Clinical Instructor (CI).

All patient care activities are to be performed in a safe, legal, and ethical manner following facility policies and criteria specified in the Clinical Performance Instrument. If a student feels a procedure is unsafe, contraindicated, not in the patient's best interest, or that they are not prepared to perform it safely, the student should not perform the procedure and report to the clinical instructor immediately. Students are to follow treatment plans as written by the physical therapist and supervised by the Clinical Instructor.

In preparation for each clinical assignment, the student is expected to complete the following:

- Develop and maintain a Clinical Portfolio; the student should have all necessary documentation available to present if requested by the CCCE/CI. Please refer to requirements on page 44.
- Review the Directory of Clinical Placement Opportunities (ClinEd Form O) when it is provided by the ACCE.
- Review information in the facility's Clinical Site Information Form (CSIF), being especially alert to facility specific requirements (health certificates, housing arrangements, hours, parking, etc.). It is the student's responsibility to make sure all of requirements have been met.
- Complete Clinical Experience Preference Forms, ClinEd Form C1, when provided by the ACCE.
- Make appropriate contact with clinical representatives in advance of the assigned clinical rotation.
- Make appropriate arrangements for housing, reliable and consistent transportation, meals, and other support in advance of the assigned clinical rotation ***and*** ensure such throughout the course of the clinical experience.
- Complete a Student/Data Objectives Form (ClinEd Form D), including goals for the respective clinical experience, for review by the ACCE.
- Write an Introductory Letter (ClinEd Form L) that includes a synopsis of the student's preferred learning style and send it along with the Student Data/Objectives Form to the CCCE at the assigned facility two weeks prior to the start date of the clinic experience.
- Review the specific clinical course syllabus and objectives.
- Review the PTA Clinical Performance Instrument (CPI).
- Complete PTA CPI Web Training. Please refer to the PTA CPI Web Participant guide at:

https://www.apta.org/for-educators/assessments/pta-cpi

[Clinical Behavior]

During clinical experiences in affiliated health care agencies students must abide by the same regulations, policies, and professional expectations as employees of those agencies in addition to regulations of Jefferson State and the Physical Therapist Assistant Program. Students may be subject to discipline by the program for any violations.

Students are expected to demonstrate interest, ability, and aptitude for responsibilities in physical therapy. Unsatisfactory conduct may be considered grounds for dismissal. Disregard for patient's welfare, disinterest in studies as shown by frequent tardiness or unexcused absence, failure to cooperate in class/clinic assignments and discussions, and dishonesty in written assignments or examinations are examples of behaviors that can be interpreted as lack of interest.

Students are expected to exhibit professional, legal, and ethical behavior at all times, including during class, laboratory and clinical experiences. Additionally, students and their clinical instructors are expected to abide by ethical guidelines set forth in APTA's Code of Ethics as set forth by the American Physical Therapy Association (http://www.apta.org). Information regarding the Code of Ethics and Standards of Ethical Conduct for the Physical Therapist Assistant will be provided to students in the first semester of the technical phase of the Program. It is also available via the American Physical Therapy Association's web page.

Further, students must abide by the same regulations, policies, and professional expectations as employees of assigned facilities for clinical experiences. These regulations are in addition to those of Jefferson State and the Physical Therapist Assistant Program. In addition, some facilities to which students are assigned have requirements specific to students, i.e., reading and signing patient confidentiality statements and/or submitting to random drug and alcohol screenings. Students may be subject to discipline by the program for any violation of these regulations.

Please refer to Appendix II and III to review the APTA Guide for Conduct of the Physical Therapist Assistant and the Standards of Ethical Conduct for the Physical Therapist Assistant respectively.

[Clinical Portfolio]

Each student is to produce and maintain a Clinical Portfolio. The student must maintain documents as specified by the Academic Coordinator of Clinical Education (ACCE) in accordance with both college and healthcare agency requirements. The student must present the portfolio at various intervals during the program to ensure information has been verified by the ACCE, as guided by Clin Ed Form M, Student Clinical Portfolio.

This mandated portfolio is to be organized and kept professional in appearance. The student is responsible for always having the Clinical Portfolio available during clinical experiences. If the original document (Clin Ed Form M) is lost, if the portfolio is deemed unkempt or unsuitable for presentation by the ACCE, or if the student does not keep the portfolio available on clinical rotations, points will be deducted from the clinical course.

Students not providing the program with required documentation or not complying with program policy will be considered "out of progression".

Procedure
1. Students are informed of all health, medical, insurance and legal requirements in order to participate in clinical education and are given Clin Ed Form M to help guide them with developing a Clinical Portfolio. This information was provided during New Student Orientation. 2. The student must have the appropriate copies and/or original forms as required per Clin Ed Form M. 3. All appropriate forms should be kept in the clinical portfolio. 4. The clinical portfolio should be at least a 1-inch binder in a solid color, preferably black or white. 5. The portfolio is to be organized and professional in appearance. 6. The portfolio must maintain an original Clin Ed Form M as the first document. 7. The student must attest to the accuracy of personal/medical information. 8. The student is responsible for maintaining personal records/data and presenting the portfolio at various intervals during the program to ensure information has been verified by the ACCE. 9. If the original document (Clin Ed Form M) is lost, if the portfolio is deemed unkempt or unsuitable for presentation by the ACCE, or if the student does not keep the portfolio available on clinical rotations, points will be deducted from the clinical course. Please refer to the specific clinical course syllabus for policies. 10. If a student does not provide the program with required documentation or does not comply with program policy, the student will be considered "out of progression". Please refer to progression guidelines. 11. The following documents should be included in the clinical portfolio: * Copy of PTA Form P – Verification of Student Training (Evidence of Training/Education on Bloodborne Pathogens, Infection Control, Fire Safety, HIPAA Training) * Copy of PTA Form I – Verification of Liability Insurance * Copy of Current Jefferson State Certificate of Insurance * Copy of ESS Background/Screening Document (Evidence of Criminal Background Check, Social Security Report, OIG report, Motor Vehicle Report, 10 Panel Drug Screening * Copy of PTA Form G – Verification of CPR * Original CPR Card Must Be Maintained on Your Person * Copy of PTA Form H – Verification of Hospital/Health Insurance * Original Health/Medical Insurance Card Must Be Maintained on Your Person * Copy of PTA Form M – PTA Student Medical/Health Record (Evidence of System Review/Health Assessment, Color Blind Test, MMR, Tetanus, Hepatitis B, Flu, TB or CXR) * Copy of Completed Data and Objectives Form (Clin Ed Form D) for each clinical experience * Web/CPI Training Documentation * JSCC Declination Forms (If Applicable) * Facility Specific Forms (Orientation Forms, Assessments, Verification Forms, Declination Forms) * Original Student Clinical Experiences Form (ClinEd Form E); Copy to ACCE after each clinical experience * All Other Clinical Forms/Assignments and/or other Documentation as Directed by the ACCE

CLINICAL POLICIES

This section contains summaries of policies in place to guide standards and practice in the Clinical Education Program. Some policies have been covered in earlier sections of this handbook. For specific information regarding Dress Code, Inclement Weather, and Emergencies, Health Requirements/Medical Form please refer to the Table of Contents.

[Clinical Instructor Orientation for Clinical Experiences]

Clinical faculty who supervises Jefferson State PTA students during clinical experiences will be oriented to the Jefferson State Community College Physical Therapist Assistant (PTA) Program by the ACCE.

[Validation of Student Preparation for Clinical Experience Assignment]

Student preparation and/or readiness for clinical experience assignment will be validated by the ACCE and/or appropriate Program faculty. Students must demonstrate competency in performing procedures in the laboratory setting prior to using physical therapy techniques in the clinic. Students must also demonstrate competency in the theoretical application of physical therapy skills, as documented by performance in written examinations.

[Tracking Student Experiences]

Clinical experiences should expose physical therapist assistant students to a variety of clinical sites and patient diagnoses. The practice sites and patient diagnosis categories will be recorded on the student's cumulative Student Clinical Experiences Form (Clin Ed Form E). The ACCE will use this data when determining future clinical experience placement for the students.

[Clinical Experience Assignments]

Jefferson State Community College PTA students will be assigned to a variety of clinical settings in which to practice skills learned and validated in the academic environment. Clinic assignments are made by the ACCE based on Program goals and objectives, necessary learning experiences and student preference. When assigning students to clinical facilities, the ACCE will discuss student preparation for clinical education experiences with Program faculty who validate student clinical skills through Skill Checks, Practical Exams and/or other appropriate means.

Students **will be required** to participate in one long inpatient clinical experience which includes acute care, sub-acute, skilled nursing, or inpatient rehab and one long outpatient clinical experience. Other experiences will be assigned based upon student's needs or interest, availability of sites, and Program Goals and Objectives. Exceptions may be made by the ACCE in consultation with the Program Director. **Please note that students may be placed geographically distant from home.**

Students will not be placed in a facility where they normally work. Students will not be assigned to a CI who serves as their employer/employment supervisor or who reports to the student's immediate supervisor. In addition, students will not be placed in any facility where family members are employed. Students cannot request a particular clinical instructor.

The ACCE makes the final determination regarding assignments for clinical experiences. The ACCE may utilize a lottery system for fairness in an effort to allow each student a priority placement. Clinical assignments may be subject to change due to facility staffing and/or status of clinical education contract.

[Housing, Transportation and Meals]

Students are responsible for transportation to and from the clinical sites, housing, meals, and other expenses incurred during clinical experiences. CSIFs will contain information regarding sites offering subsidized housing or meal plans. Students are responsible for making all appropriate arrangements for housing, reliable and consistent transportation, meals, and other support in advance of the assigned clinical rotation and throughout the course of the clinical experience.

[Clinical Attendance]

Clinical assignments are an essential part of the physical therapist assistant curriculum. Students must adhere to the clinical attendance policies set forth by the Program and Clinical Facility. Students are expected to be timely in attendance and present during clinic hours at least 40 hours per week. There are NO "built in" off days during clinical assignments. Students are expected to attend meetings, clinics, and other activities at the facility as directed by the clinical instructor responsible for the student. For holidays, the student should conform to the schedule of the clinical facility / CI and not the college holiday schedule. CIs/CCCEs, as Affiliate faculty, may choose to establish his/her own tardy policy. Students are to be advised of this policy during orientation or immediately when implemented. If area closures are in effect due to inclement weather, students may not attend clinical experiences since travel to the clinical site may constitute a hazard or risk of the student's health and safety. Failure to communicate reasons for tardiness or missed clinical time may result in failure for the clinical experience course.

Procedure
1. The student should inform the clinical instructor and the ACCE no later than the appointed starting time for the day of absence (or tardiness). Students must speak directly with their Clinical Instructor and ACCE regarding their absence from clinical or tardiness.
2. The student should discuss reasons for missed time/days with the Clinical Instructor and/or CCCE.
3. The student and Clinical Instructor will come to an agreement as to how and when the student will complete the assigned hours/days missed. Examples of making up missed time may include week-end scheduling, evening hours, longer shifts, completing in-services, participating in research or journal review, attendance at special events or continuing educations courses, other.
4. Decisions related to make-up time for any absences are made on an individual basis at the discretion of the respective Clinical Instructor and the ACCE. Questions regarding this policy should be directed to the ACCE and/or the Program director.
5. When an agreement has been determined the Clinical Instructor and the student will complete ClinEd Form A2 Clinical Plan for Time Missed form.
6. This form must be scanned back within 24 hours of returning to clinic to Cindy Elliott at cwelliott@jeffersonstate.edu. The ACCE must receive an actual signature by the CI or CCCE confirming plan.
7. The ACCE will follow up with the CI/CCCE regarding this plan. The CI/CCCE may contact the ACCE at any time to discuss any issues with the student. Cindy Elliott, ACCE Phone (205) 983-5270
8. If a student is absent from their assigned clinical experience for a medical reason, a medical excuse is required from a physician. The medical excuse must be scanned back within 24 hours of returning to clinic to the ACCE Cindy Elliott at cwelliott@jeffersonstate.edu.
9. Timeliness and attendance are considered by the Clinical Instructor and/or ACCE in determining student compliance with performance criteria on the CPI.
10. A failing clinical grade may be issued if clinical attendance and timeliness is compromised.

[PTA Clinical Performance Instrument]

The program will use the American Physical Therapy Association's (APTA) web-based Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) to evaluate student clinical performance.

Physical therapist assistant students, clinical instructors and affiliate faculty, and program faculty will complete the PTA CPI Online Training and Assessment Program.

Access to and instructions for the PTA CPI online training and assessment program are available through APTA website training resource page https://learningcenter.apta.org/p/CPI-30_PTA-Students by using the CPI Web Participant guide or by visiting the APTA Learning Center at http://learningcenter.apta.org/ . Additional assistance may be provided to individuals by the ACCE.

Persons who have successfully completed the APTA PTA CPI online training and assessment may print a CEU certificate and are able to login to the Web PTA CPI at https://cpi.apta.org/login. Complete versions of the CPI for clinical site reference are available on this site as well.

[Formative and Summative Procedures]

An important part of clinical education is assessing the student's level of ability and skill/knowledge within the specific setting. Clinical Instructors should utilize the Clinical Performance Instrument (PTA CPIWeb) for the purpose of evaluating student performance and for providing formative and summative feedback.

During the clinical experience **formative procedures** include:

* The CI will review the student's performance and provide daily informal feedback to the student. If significant problems are developing with the student's progress the CI should discuss them with the student immediately. Alternately, the CI should discuss the problem with the CCCE and/or the ACCE. If not quickly resolved, student problems with performance may lead to the student failing the clinical experience.
* The CI and student discuss weekly performance and establish goals based on the weekly planning form.
* The CI will provide the student with a formal mid-term evaluation using the Physical Therapist Assistant Clinical Performance Instrument (CPI). If significant problems have been identified with the student's progress, the CI and/or the CCCE must notify the ACCE **immediately.**
* The student will provide patient care in a safe, legal, ethical manner. If problems are identified by the CI, he/she will take corrective action to resolve the problem(s). **A failing grade in a clinical experience should never come as a surprise to the student or the ACCE**.
* The ACCE will review the student's progress through periodic discussions with the CI and the student. If significant problems are developing with the student's progress, the ACCE will recommend a corrective course of action. Procedures outlined under Clinical Experience Grades will be followed in these situations.

At the end of the clinical experience **summative procedures** include:

* The CI will formally evaluate the student's overall performance using Web PTA CPI. Assessment of student performance should be based on typical and frequent manner of performance, not on isolated instances. The level of performance attained on any given criteria depends on whether or not the competency has been covered in class prior to the clinical experience.

Important Notes

* The student is expected to be able to apply hot and cold packs with appropriate independence during the first clinical experience because these techniques are covered in class during the first semester. The student **would not be expected** to perform soft tissue mobilization techniques at this level until after the competency is covered in the curriculum after the second semester.
* Treatment procedures or techniques provided by the student that have not been presented and practiced in the academic environment become the **responsibility of the clinical instructor.**

* Comparing the student's self-rated CPI with the CI's assessment may be helpful in discussing overall clinical performance.
* The student is responsible for submitting all clinical coursework to the ACCE by established deadlines.
* The ACCE will review all clinical experience coursework to establish a final grade.

[Grades for Clinical Experiences]

All clinical experiences are "Pass/Fail." However, in accordance with Jefferson State grading policy, students will be assigned a letter grade for the clinical course (PTA 260, 263, & 268) in which the clinical experience occurs based on the ACCE's analysis of CI rating on the Physical Therapist Assistant Clinical Performance Instrument (CPI) and completed assignments as appropriate.

The Criterion Referenced Grading scale will apply to the analysis of the CPI (P&P Criterion Referenced Grading and Clin Ed Form Q). The Clinical Instructor's rating of clinical performance will determine acceptable levels of student performance. For purposes of determining competency within the overall PTA Program on a "Pass/Fail" basis, student performance on clinical assignments will be classified using the following terms:

Passing Clinical Performance
The student meets all CPI Criteria at or above the required performance rating scale. (Passing criteria for each clinical experience are detailed in the respective clinical course descriptions.)

Failing Clinical Performance
The student will fail a clinical course if:
* academic competency is not achieved
* clinical competency is not achieved
* CPI Criteria at the required performance rating scale is not achieved
* there are significant concerns related to the student's clinical competency
* clinical attendance and timeliness are compromised

A failing grade in a clinical experience should never come as a surprise to the student or the ACCE. In situations in which a student fails a clinical experience:
* The student will receive a grade of "Fail" for that clinical experience/Course
* The student will agree to and sign a plan for clinical remediation devised by CI, the ACCE, and/or the ACCE in consultation with the CI for the additional clinical experience. This may be reviewed or witnessed by the Program Director.
* The ACCE will schedule an ***additional clinical experience*** for the student in a different but similar facility.
* The student will be expected to show definite improvements in the stated objectives on the additional clinical assignment.

* Students who show improvement in the specific plan for clinical remediation and who pass the additional clinical experience, will receive a new grade for the course based on analysis of this clinical experience and scores for paperwork assignments as scheduled by the ACCE.
* In this situation, the student can utilize the College's Forgiveness Policy to clear the failed clinical experience/course from the Grade Point Average.
* A student who fails to show improvement in the specific plan for clinical remediation for the additional clinical experience, and/or who fails to complete clinical experience criteria at acceptable levels will fail that clinical experience and will not be allowed to stay in progression and will be dismissed from the program.

[Criterion Referenced Grading for Clinical Experiences]

All clinical education experiences are "Pass/Fail." However, students will be assigned a letter grade for clinical courses based on the ACCE's analysis of CI ratings on the Physical Therapist Assistant Clinical Performance Instrument (CPI) and completed assignments as appropriate. "Pass/Fail" will be determined using a criterion referenced grading scale based on **anchors** defined by the American Physical Therapy Association (APTA).

For the purpose of determining pass/fail for the clinical experiences, the following scale will apply:

Clinical Experience 1: PTA 260 Clinical Education – 2 weeks full-time
Students are expected to achieve a clinical performance rating of Beginning Performance (1) – Advanced Beginner Performance (2) on items 1-11
Clinical Experience 2: PTA 263 Clinical Education – 4 weeks full-time
Students are expected to achieve a clinical performance rating of Advanced Beginner Performance (2) – Intermediate Performance (3) on items 1-11
Clinical Experience 3: PTA 268A Clinical Education – 4 weeks full-time
Students are expected to achieve a clinical performance rating of Intermediate Performance (3) – Advanced Intermediate Performance (4) on items 1-11
Clinical Experience 4: PTA 268B Clinical Education – 6 weeks full-time**
Students are expected to achieve Entry Level Performance (5) by the end of Clinical Experience 4 on items 1-11
**Items marked N/O (Not Observed) By the end of the final clinical experience, students should have been evaluated by a Clinical Instructor on all 11 Performance Criteria in the Clinical Performance Instrument (CPI); they should not have any items that have been marked N/O (not observed). Students are responsible for writing learning objectives to assure that each item has an opportunity for evaluation during one or more of his/her clinical education experiences. Further, the student must ensure that any item marked N/O during the first three clinical rotations is covered by the end of the final clinical experience. Additional learning activities may be required until all items on the CPI are observed, and acceptable competency is achieved or demonstrated.

[Plan for Clinical Remediation]

Students failing a clinical experience will be allowed an opportunity to successfully remediate a failed clinical performance. Failing a clinical experience is determined by the Clinical Instructor's assessment of clinical performance due to areas of weakness or significant concerns during or at the end of a clinical experience. The following process is in place for clinical remediation:

Procedure
1. The student will receive a grade of "I" (incomplete) for the failed clinical experience. 2. The Clinical Instructor will specify the student's areas of weakness on the CI's version of the Clinical Performance Instrument (CPI) and make suggestions regarding the timeframe needed to resolve these weaknesses. 3. The ACCE, in conjunction with information received by the CI and student, will devise a Plan for Clinical Remediation. In addition to working on specific areas of weakness during a remediation clinical experience, the Plan for Remediation may require the student to participate in laboratory or lecture courses, perform and pass skill checks, perform and pass practical examinations, participate in independent study, or participate in any other activity to facilitate learning and skill achievement in clinic. 4. As needed, the ACCE may ask the former CI (CI who rated the student as failing) and/or the Program Director to review the Plan for Clinical Remediation. 5. The ACCE will review the objectives outlined on the Plan for Clinical Remediation with the student and answer any questions the student may have. 6. The student will agree to and sign the plan for clinical remediation developed by the ACCE. The plan may also be reviewed by the former CI and reviewed/witnessed by the Program Director. 7. The ACCE will assign the student to a remediation clinical experience in a different but similar facility in which to improve areas of weakness. 8. The ACCE will review the objectives outlined with the new CI and the student prior to the start of the next clinical assignment. 9. Based on the areas of weakness involved, the student may be required to complete weekly summaries of the objectives and/or content covered during the remediation clinical experience to update the CI and ACCE on student progress. 10. Upon satisfactory completion of the objectives and based on his/her performance for the remediation clinical experience, the student will receive a letter grade for the course in which the clinical experience occurred per course requirements. 11. If satisfactory completion of remediation objectives as outlined on the Plan for Remediation is not achieved within the allotted timeframe, the student will receive a grade of "F" for the course in which the clinical experience occurred, will not be allowed to stay in progression, and will be dismissed from the program. 12. The attached clinical plan for remediation is meant to serve as example and may vary on a case by case basis depending on the needs of the student.

[Student Grievance Related to Clinical Experiences]

Student grievances for issues related to clinical experiences will be considered and acted upon in a timely manner.

The student should first approach the Clinical Instructor (CI) to attempt resolution of the grievance. If a student is not satisfied with the initial resolution of the grievance, the student should make an appointment to discuss the grievance with the facility's Center Coordinator of Clinical Education (CCCE).

If the grievance is not satisfactorily resolved by the CCCE, the student should contact the Academic Coordinator Clinical Education (ACCE) by telephone and follow up with a written request for review via email or telephone correspondence. The written request must be submitted within five (5) days of the email or telephone contact.

If the ACCE and student cannot resolve the problem, a request for review of a decision at higher levels (Program Director, Dean of Division, etc) must be submitted in writing within ten (10) days from the date the original decision was rendered.

[Clinical Instructor Grievance Related to Clinical Experiences]

Clinical Instructor grievances for issues related to students and clinical experiences will be acted upon as soon as the ACCE is notified.

The Clinical Instructor (CI) should approach the student to attempt resolution of the grievance. If the CI is not satisfied with the initial resolution of the grievance, the CI should discuss the issue with the Center Coordinator of Clinical Education (CCCE). The CCCE should discuss the situation with both the student and CI separately and together.

If the grievance is not satisfactorily resolved by the CCCE, the CI and/or the CCCE should contact the Academic Coordinator Clinical Education (ACCE) as soon as possible (ASAP) by telephone and follow up with a written request for review via email or telephone correspondence within 24 hours.

The ACCE will attempt to resolve the situation with all parties, however, should there be no resolution at this point, the ACCE will reassign the student to another facility (should the issue not involve specific clinical criteria or safety-related issues that would lead to a failure in the clinical experience).

If upon review, the ACCE determines the issue involves potential issues related to competency/safety in the clinical experience, policies/procedures for failure of a clinical experience will follow. Otherwise, the student will be reassigned as noted above.

The student will be counseled appropriately as determined by the ACCE. The student will need to make-up any missed hours to successfully complete the specific clinical experience; this may or may not delay graduation.

COMMON CLINICAL DOCUMENTS

[Student Clinical Rotation Internship Contract]

For all clinical experiences, students must sign a contract (ClinEd Form N) prior to participating in learning experiences at assigned facilities. The student's signature declares an understanding that clinical education is designed to meet educational needs only. As part of this contract, students understand that they will not receive compensation, nor are there any guarantee of job offers from the clinical facilities in which they participate in clinical education.

[Facility Confidentiality Agreement]

Students are expected to maintain strict confidentiality with respect to other students, all clinical experience affairs, records, and patient information. Content regarding confidentiality guidelines and other appropriate state and federal regulations are presented in several PTA courses. Students must not discuss any patient in public, including in hospital elevators, cafeterias, and hallways. When patients are referred to in the classroom setting, do not identify the patient by name. **Any abridgment of confidentiality regarding patient information may be considered grounds for dismissal from the program.**

Additionally, clinical affiliates should ensure student compliance with HIPAA guidelines while in the facility. This may be done through an orientation and training program, informal and formal feedback. If required by the clinical affiliate's contract, the ACCE will send the CI a statement of confidentiality to be signed by the student, a copy of which is to be kept by the clinical affiliate and a copy of which is to be forwarded to the ACCE. Clinical instructors are encouraged not to

discuss the performance of a Jefferson State physical therapist assistant student with anyone other than the student, the CCCE, other staff as appropriate, and the ACCE/Program Director.

For all clinical experiences, students must sign a Facility Confidentiality Form (ClinEd Form F) within the first 3 days of the clinical assignment.

[Student Evaluation of the Clinical Experience]

This form, Clin Ed Form G, must be completed at the conclusion of each clinical experience. Students are required to share this information with their CI after the student and CI have discussed and signed the clinical instructor's rated CPI. The ACCE will review the student's clinical experience evaluation. If warranted, the ACCE will discuss evaluation results with the student, and as appropriate, work with the CCCE and/or CI of the facility to improve future clinical experiences for students at the facility. Aggregate results of the evaluations, together with results from a variety of sources, will be used in clinical faculty development activities.

[Student-rated Clinical Performance Instrument]

Students are to complete a self-rating of the CPI for comparison with the CI's rated CPI during the mid-term and final evaluations periods for each clinical experience. This will be completed on the Web PTA CPI.

[Clinical Instructor Program Evaluation and Self-Assessment]

The Clinical Instructor Program Evaluation and Self-Assessment document provides the CI an opportunity to reflect upon the clinical experience and identify areas where improvements could be made in the PTA program curriculum. In addition, it provides the Clinical Instructor an opportunity to reflect upon his or her performance and to provide information about areas in which the ACCE may be of help to clinical affiliate faculty by suggesting materials or continuing education activities. Individual evaluations will be kept strictly confidential but aggregate data may be used by the ACCE to strengthen the clinical education program and to plan professional development activities for clinical instructors.

[Student Clinical Experiences]

Students are to complete this form, Clin Ed Form E, after each clinical experience according to the instructions that accompany the assignment.

[Weekly Planning Form]

Students will complete weekly progress reports during long-term clinical assignments. This is a tool that can be used to establish student's weekly expectations and to facilitate feedback. This form will promote the development of weekly goals and help to identify the student's strengths and areas of needed improvement. Students are to complete the weekly planning form prior to meeting with their CI. After the student has completed the weekly planning form, the student is to meet with the CI for a brief review/discussion of the week and to discuss goals for the upcoming week. There is a place on the weekly planning form for the CI to make additional comments on the student's progress and sign the form.

[Case Study Assignment]

These types of assignments allow the student to use information gathering skills, observation, active learning skills and proactive communication with the physical therapist.

[Evaluation of Oral Presentation]

The student is to present an oral presentation (in-service) during each long-term practical. The purpose of this presentation is to allow the student an opportunity to effectively share relevant clinical information with rehabilitation personnel. This oral presentation will be graded by the Clinical Instructor or CCCE using Clin Ed Form A3.

[Incident/Accident Report]

Two originals of this form, Clin Ed Form H, are to be completed in the event of an incident or accident involving a Jefferson State PTA student and/or a patient who is being treated by a Jefferson State PTA student. Detailed instructions for completion of the form and return to the ACCE are outlined in the Clinical Experience Manual within the PTA Student Handbook which students should always have with them during clinical experiences.

In the event of an incident/accident during clinical experiences, student failure to complete the Incident/Accident Report as specified in the PTA Handbook may be considered grounds for placing a student out of progression in the Program and/or dismissal from the Program

APPENDIX I

[Progression Guidelines]

All students who become "out-of-progression" will be informed in writing of their status, including the reason for being out-of-progression, procedures for readmission, or of their dismissal from the program.

I. REGULAR PROGRESSION

A. In order to successfully complete the Physical Therapist Assistant (PTA) program, students must fulfill all the following requirements:

1. Progress through all required general education courses in the PTA curriculum in a sequence approved by the PTA Faculty.
2. Progress through all required PTA courses in the curriculum, including prerequisites and co-requisites, in the sequence specified by the PTA faculty.
3. Attain grades of "C" or above in each of the required PTA and required general education courses in the curriculum without repeated withdrawals, audits, or failures.
4. Maintain a grade point average of 2.0 or above (4.00-point scale; semester hours) on all college credit and on Jefferson State credit.
5. Maintain current health/hospitalization insurance and student liability insurance during enrollment in the program.
6. Submit completed medical forms by the required date.
7. Maintain a satisfactory level of health, including freedom from chemical dependency.
8. Maintain current certification in cardiopulmonary resuscitation at the health care provider level.
9. Refrain from conduct that violates the College's Academic Honesty Code, the Code of Student Conduct, and the Drug and Alcohol-Free Campus Policy.
10. Refrain from conduct that violates the APTA Standards of Ethical Conduct for the PTA, the Alabama Physical Therapy Practice Act, or which leads to a major breach in safety, confidentiality, legality, or accountability.
11. Comply with all progression requirements in order to graduate.

B. Students should schedule appointments with assigned faculty advisors to discuss the above requirements as needed.

II. OUT OF PROGRESSION

A. The student is considered to be out of progression if the student:

1. Fails to progress through all required PTA courses in the curriculum, including prerequisites, co-requisites, and if applicable general education requirements for the AAS degree, in the sequence specified by the Program.
    a. Students should not withdraw from required PTA courses or general education requirements without advisement from their assigned faculty advisor since this will interrupt the student's progression into the next semester of the PTA curriculum. If a student withdraws from a required course and receives a grade of WF, this will count as an unsuccessful attempt at the course. If a student withdraws from a PTA course and receives a grade of "W" as a result of a failing grade, this will be considered an unsuccessful attempt. If a student withdraws from a PTA course and receives a grade of "W" or "WP" not based on academic standing, the circumstance will be reviewed by the PTA program faculty. Based on the individual student's situation, this may or may not be considered an unsuccessful attempt as determined by the PTA Program faculty.
    b. A student who withdraws from a required PTA course must complete readmission procedures.
2. Fails to attain grades of C or above in each of the required PTA courses in the curriculum.
    a. A student who fails to attain a grade of C or above in a course must achieve readmission and successfully repeat that course, including laboratories if any, within the next twelve (12) months.
    b. A student who does not achieve readmission within twelve (12) months of the last class day of the semester in which the student's progression was interrupted will not be considered for readmission

but may apply as a "new" student. Students whose academic records indicate a previous Physical Therapist Assistant program enrollment are not given priority for admission as a new student.

c. A student may repeat a PTA course once, and only in the semester designated by the Program Director.

3. Fails to maintain a grade point average of 2.0 or above (4.00 scale: semester hours) on all college credit and on Jefferson State credit.
4. Fails to maintain current student liability insurance during enrollment in the program.
5. Fails to maintain in force health/ hospitalization insurance during enrollment in the program.
6. Fails to submit completed medical forms by the required date.
7. Fails to maintain a satisfactory level of health, including freedom from chemical dependency.
8. Fails to maintain current certification in cardiopulmonary resuscitation at the health care provider level.
9. Participates in conduct that violates the APTA Standards of Ethical Conduct for the PTA, the Alabama Physical Therapy Practice Act, or which leads to a major breach of safety, confidentiality, legality, or accountability.
10. Fails to comply with all progression requirements in order to graduate.

B. Any student whose progression through the program is interrupted will have to reapply to have eligibility for readmission evaluated.

III. READMISSION PROCEDURES

A. Students whose progression through the Physical Therapist Assistant program is interrupted and who desire to be readmitted must remedy all conditions that produced the out of progression status within twelve (12) months of the last class day of the semester in which the student's progression was interrupted.

1. Schedule an appointment with assigned faculty advisor for assistance in planning remedies.
2. Meet the conditions and complete the activities prescribed by the Faculty and Program Director within the specified time limit.

B. After remedying the circumstances that interrupted progression, in order to be considered for readmission the student must:

1. Complete the required form for readmission to the College if not currently enrolled.
2. Submit a letter to the Program Director requesting readmission. The student should include statements in the letter explaining reasons for the out of progression status, any actions taken to comply with requirements, and any special requests regarding remaining curricular sequence.
3. Submit the following to the Program Director by the designated date:
    i. Official transcripts from other colleges or universities attended while out of progression.
    ii. Proof of current student liability insurance.
    iii. Updated medical forms, if requested.
    iv. Proof of current certification in cardiopulmonary resuscitation at the health care provider level.
    v. Other documents or forms as required by the PTA Program.
4. The student will be notified prior to the next semester's registration date if the request for readmission is approved or denied. The Program Director determines readmission eligibility and placement.

C. Any changes in the PTA curriculum or program policies and procedures will be applicable to any student upon readmission; and validation of skills and/or previously acquired knowledge required to successfully complete clinical experiences may be required by testing or repeated course work.

D. Readmission to the program is not guaranteed even if a student meets all requirements for readmission. (See Section IV - Readmission denial)

IV. READMISSION DENIAL

A. A student may be denied readmission due, but not limited, to any of the following circumstances:

1. Remedies to remove out of progression status are incomplete or inadequate.
2. Space is unavailable in the course to which the student reapplies. The Program Director determines space available. Students in regular progression have enrollment priority.
3. Transcripts, documents, forms, certification, insurance, or other required records have not been submitted as required or are incomplete.
4. Grade point average is less than 2.0 on all college credit or on Jefferson State credit.

5. Health status is such that placement of the student in required classes and laboratories may pose a health or safety risk to the student or the patients placed in the care of that student.
6. A review of the student's records indicates that readmission is not in the best interest of the student or potentially assigned patients or will cause the PTA program to violate the policies, professional or legal rules, regulations, or ethical principles under which it operates.
7. A review of a student's records indicates a history of poor academic performance, poor attendance and/or any behaviors that interfere with the ability to achieve the objectives required of the program.

B. Students who remain out of progression longer than twelve months are not eligible for readmission, but in certain instances may apply as a new student.

V. DISMISSAL

A. A student will be subject to dismissal from the Physical Therapist Assistant program or denied readmission or admission.

1. Acts in a manner that faculty evaluate as being a breach of safety, confidentiality, legality, or accountability.
2. Violates physical therapy practice standards outlined in the Alabama Physical Therapy Practice Act or engages in conduct identified in the Act as grounds for denial, suspension, or revocation of a PTA license.
3. Violates physical therapy practice standards outlined by the APTA Standards of Ethical conduct for the PTA.
4. Falsifies records.
5. Fails to attain a final grade of C in a required PTA course when taking the course, the second time, within the prescribed time limit.
6. Fails to attain a final grade of C in two separate PTA courses.
7. Has two unsuccessful attempts in PTA courses (see item II.A.1.a.).
8. Receives a failing clinical performance and fails clinical remediation.
9. Fails to repeat PTA curriculum courses as required and/or specified.
10. Fails to produce documents as required by the Program.
11. Violates the College's Academic Honesty Code, the Code of Student Conduct, or the Drug and Alcohol-Free Campus Policy.
12. Habitually ignores or fails to follow the policies, professional and legal rules or regulations, or ethical principles under which the Program and its affiliated clinical agencies operate.

B. Dismissal from the Physical Therapist Assistant program is permanent.

1. Students will not be considered for readmission into the PTA class in which the student was enrolled.
2. Students will not be considered for admission as a new student and will be permanently dropped from any list of eligible applicants.

APPENDIX II

[APTA Guide for Conduct of the Physical Therapist Assistant]

https://www.apta.org/your-practice/ethics-and-professionalism/apta-guide-for-conduct-of-the-physical-therapist-assistant