

Seminole State College-
Gordon Cooper Technology Center
PTA Program

Student Handbook
2018

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ACCREDITATION STATEMENT

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

Gordon Cooper Technology Center with Seminole State College is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program will submit an Application for Candidacy June 1, 2017, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation. It does not assure that the program will be granted accreditation.

Please note that students who enroll in the first program cohort do so at their own risk, and will not be able to sit for the licensure exam until the program has attained accreditation status. If accreditation is not attained by the program, students may count up to 21 of the technical occupational hours toward the major field electives in a liberal studies degree.

PROGRAM FACULTY

Shakira Judeh, PT, MPT is the Program Director. She has 20 years of clinical and management experience. She has worked in a variety of settings including outpatient, inpatient, swing bed, nursing home, home health and the school systems. In, addition, Ms. Judeh has performed as a Clinical Instructor for PTA, MPT and DPT students. Shakira has completed Barnes Myofascial Training and Craniosacral Therapy Training, and enjoys utilizing manual therapy applications to maximize results. Ms. Judeh has specialized training in pelvic floor dysfunction and pregnancy related pain syndromes. She has created a pelvic floor dysfunction program, and patient education classes regarding urinary incontinence and managing pregnancy related pain.

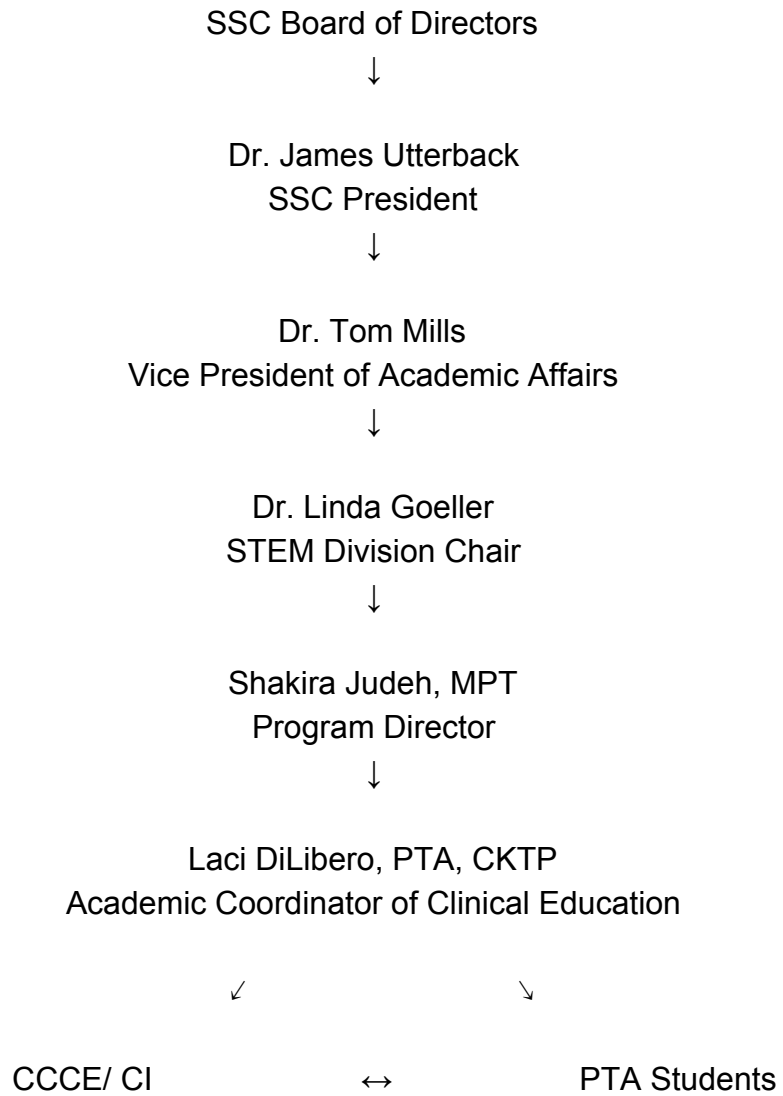
Laci DiLibero, PTA, CKTP is the Academic Coordinator of Clinical Education. She has nine years of clinical experience. She also has management experience in the outpatient pediatric setting. She has worked in pediatric settings that include outpatient and school systems. Laci is a certified Kinesiotaping Practitioner with an emphasis in pediatrics. She also has clinical experience with custom and prefabricated orthotics, wheelchair/seating and equipment needs and aquatics. Mrs. DiLibero was instrumental in developing orthotic and aquatic programs as well as being a clinical instructor for Tulsa Community College. Mrs. DiLibero has presented inservices on various topics to include torticollis and kinesiotaping techniques.

FACULTY CONTACT INFORMATION

Seminole State College
2701 Boren Blvd.
Seminole, OK 74868
(405) 382-9700
s.judeh@sscok.edu
l.dilibero@sscok.edu

Gordon Cooper Technology Center
One John C. Bruton Blvd.
Shawnee, OK 74804
(405) 214-3203
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ORGANIZATIONAL CHART



MISSION STATEMENT

Seminole State College empowers people for academic success, personal development and lifelong learning.

Gordon Cooper Technology Center provides quality learning environments preparing people for success in the workplace, in education, and in life.

The Physical Therapist Assistant Program mission is to provide quality learning environments preparing people for a career as a Physical Therapist Assistant and success in the workplace, in education and in life. Successful graduates will be committed to community involvement, evidence-based practice, and continual professional development in their field.

PHILOSOPHY

Students will be educated in a collaborative effort between Seminole State College and Gordon Cooper Technology Center. It is the philosophy of our department to foster personal development, and a clinical attitude that embraces the patient as a whole and acknowledges the component of wellness in healthcare.

PROGRAM GOALS

Student and Graduate Goals

1. Students will acquire knowledge and develop skills which will enable them to pass the national licensure examination to become licensed physical therapist assistants.
2. Students will develop the skills necessary to perform as an entry-level clinician who will work under the direction of a physical therapist.
3. Students will seek lifelong learning opportunities to enhance their skills and positively impact the profession.
4. Students will display a commitment to service for both their communities and the profession.

Faculty Goals

1. Faculty members will display a commitment to service for both their communities and the profession.
2. Faculty members will maintain involvement in and promote evidence-based practice in their teaching and professional involvement.

Program Goals

1. The program, through faculty and students, will display commitment to both the community and the physical therapy profession.
2. The program resources will be evaluated on an annual basis by the PTA Oversight Committee to ensure that quality learning environments are provided for students.

STUDENT LEARNING OUTCOMES

1. Performs in a safe manner that minimizes risk to patients, self, and others.
2. Demonstrates professional behaviors that create a positive and productive working environment in all situations.
3. Adheres to established legal standards, standards of the profession, proper use of support personnel, fiscal responsibilities, and ethical guidelines.
4. Adapts delivery of PT services with consideration for patients' differences, values, preferences, and needs.
5. Communicates in ways that are congruent with situational needs.
6. Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors throughout lifetime.
7. Demonstrates clinical problem solving.
8. Performs quality PT interventions in a technically competent manner
9. Produces quality documentation in a timely manner to support the delivery of PT services.

PROGRAM DESCRIPTION

Seminole State College (SSC) and Gordon Cooper Technology Center (GCTC) have come together to create the SSC-GCTC Physical Therapist Assistant (PTA) Program. The core curriculum will be provided on the SSC campus with the technical portion of the program being held on the GCTC campus.

The SSC-GCTC PTA Program is a 1+1 program. The total program is 67 credit hours. Prior to entrance into the program, students must complete 20 hours of common core courses and 11 hours of support courses for a total of 31 hours of prerequisite work. Upon entrance into the program, students must complete 36 hours of technical training. The technical portion of the degree consists of classroom, lab, and clinical experiences. The approximately 2 years of training culminates in an Associate of Applied Science Degree granted by SSC. The student will then be eligible to sit for a state licensure examination.

The PTA works in a variety of settings under the direction and supervision of a physical therapist (PT) to develop mobility, relieve pain, prevent physical disability, and promote wellness. The PTA program is designed to prepare the student to perform at entry-level as a PTA. A PTA must be a graduate of a program accredited by the American Physical Therapy Association Commission on Accreditation in Physical Therapy Education and must satisfy the licensing requirements of the state where they wish to work.

DEGREE PLAN

Associates of Applied Science Physical Therapist Assistant (AAS)

Total Degree Hours: 67

Total General Education Requirements: 20 hours

Technical Occupational Support Courses: 11 hours

Technical Occupational Specialty Courses (GCTC): 36 hours

Course Number	Course Title	Credit Hours	Clock Hours
General Education Requirements (SSC)		20	
SOC 1101	Freshman Seminar	1	
ENGL 1113	English Composition I	3	
HIST 1483 or HIST 1493	U.S. History	3	
POLS 1113	American Federal Government	3	
PSY 1113	General Psychology	3	
ENGL 1213 SPCH 1113 OR CAP 1113	English Composition II, Intro to Oral Communication OR Introduction to Microsoft	3	
BIOL 1214	Principles of Biology	4	
Technical Support Courses (SSC)		11	
BIOL 2104	Human Anatomy	4	
BIOL 2114	Human Physiology	4	

NURS 1003	Medical Terminology	3	
Technical Occupational Specialty Courses (GCTC)		36	
Semester I (Spring)			
PTA 1011	Introduction to Physical Therapy	1	16 Lecture: 16
PTA 1023	Basic Patient Care Skills (with lab)	3	80 Lecture: 16 Lab: 64
PTA 1032	Pathophysiology for Physical Therapist Assistants	2	32 Lecture: 32
PTA 1042	Kinesiology for Physical Therapist Assistants (with lab)	2	48 Lecture: 16 Lab: 32
PTA 1053	Clinical Procedures I (with lab)	3	80 Lecture: 16 Lab: 64
PTA 1064	Therapeutic Exercise I (with lab)	4	96 Lecture: 32 Lab: 64
PTA 1072	Clinical Practice I	2	128
	Semester Credits	17	464
Semester 2 (Summer)			
PTA 2013	Clinical Procedures II (with lab)	3	80 Lecture: 16

			Lab: 64
PTA 2023	Clinical Practice II	3	160
	Semester Credits	6	240
Semester 3 (Fall)			
PTA 2032	Neuroanatomy for the Physical Therapist Assistant	2	32 Lecture: 32
PTA 2044	Therapeutic Exercise II (with lab)	4	96 Lecture: 32 Lab: 64
PTA 2052	Professional Topics	2	32 Lecture: 32
PTA 2064	Clinical Practice III	4	240
PTA 2071	PTA Capstone	1	16 Lecture: 16
	Semester Credits	13	400
	Total Credits	67	Technical Portion Clock Hours: 1,104

COURSE DESCRIPTIONS

GENERAL EDUCATION REQUIREMENTS

ENG 1113 Composition I studies correct usage and writing modes. The class emphasizes expository and persuasive essays, academic research and proper attribution

SPCH 1143 Speech covers the principles and techniques of preparing for participating and evaluating communication behavior at the interpersonal and public level.

HIST 1483 American History to 1877 illustrates the beginnings of American democracy, its growth, and the dilemmas posed by the American Civil War.

PSY 1113 General Psychology presents an introduction to the scientific principles governing the major domains of human behavior and cognition and their application. Ethical considerations are included.

TECHNICAL SUPPORT COURSES

BIOL 1214 Principles of Biology is an introductory majors biology course that provides an overview of life processes and interactions at all levels of biological organization. The course explains and investigates connections between biochemistry, metabolism, cellular structure and function, heredity, evolution, biodiversity, and ecology. Prerequisite: ACT Science subscore of at least 19 or clear basic academic skills deficiencies in elementary algebra and reading. Corequisite: BIOL 1210 Principles of Biology Lab.

BIOL 2114 Human Anatomy is a study of the structure of the human body. The course surveys the gross and microscopic anatomy of the human body, emphasizing the structure and interdependence of human organ systems, embryology, histology, and mammal and organ dissection. Prerequisite: BIOL 1214, BIOL 1224, or BIOL 1234. Corequisite: BIOL 2110 Human Anatomy Lab. OSRHE Matrix BI 406. Prerequisites for Health Sciences, MLT, and Nursing students may be waived on a case by case basis at the discretion of the appropriate Program Director

BIOL 2214 Human Physiology is a study of body function. This course includes a survey of the functions and biochemical processes of the cells, tissues, and organ systems. Functional interrelationships of vertebrate systems are stressed, including cellular physiology, communication and control, maintenance systems, and reproduction. This course emphasizes the basic chemical and physical reactions which are involved with maintenance of homeostasis, with special emphasis placed on humans. Prerequisite: BIOL 1214, BIOL 1224, or BIOL 1234. Corequisite: BIOL 2210 Human Physiology Lab. OSRHE Matrix BI 465. Prerequisites for Health Sciences, MLT, and Nursing students

may be waived on a case by case basis at the discretion of the appropriate Program Director.

NURS 2443 Medical Terminology is an introduction to medical terminology with emphasis on etiology, symptomatology, pathology, and diagnostic procedures as related to health professions. It provides students with basic principles of medical word building, which, once learned, may be readily applied to building an extensive medical vocabulary

TECHNICAL OCCUPATIONAL SPECIALTY COURSES

PTA 1011 Introduction to Physical Therapy introduces the student to the world of physical therapy, and builds the foundation for all future coursework. The student will develop a working knowledge of physical therapy and the role of the physical therapist assistant when working under the plan of care of the physical therapist in various settings. The student will develop a basic understanding of healthcare and the role therapy plays in it. Course content includes ethics, legal issues, professional behavior, communication (verbal, nonverbal, and written), compassionate care, cultural differences, and responsibility for professional development. Students will also be introduced to the fundamentals of evidence-based practice.

PTA 1023 Basic Patient Skills introduces the student to basic clinical skills to be built upon in future coursework. It is designed to prepare the student for patient care activities and includes patient/caregiver interview, use of the International Classification of Functioning (ICF), documentation, infection control, patient preparation, vital signs, pain scale, patient positioning, body mechanics, transfers, wheelchairs, assistive devices, gait training, ADL' training and environmental assessment. Students will be given the opportunity to practice and develop their skills in a lab setting and apply this knowledge in patient scenarios to prepare them for patient interaction in their clinical experiences.

PTA 1032 Pathophysiology for the PTA develop a working knowledge of the etiology, pathogenesis, signs/symptoms, treatments of selected diseases/conditions, and identify the impact on physical therapy. Students will begin to review health records as they relate to conditions presented. Overall wellness and its impact on each disease presented will be discussed. Students will explore pharmacology and its role in treating specific diseases, including the impact on therapy.

PTA 1042 Kinesiology for the PTA will explore the basics of human motion including structure and function of all joints and skeletal muscle. The student will recognize normal and abnormal joint movement, normal and abnormal muscle length, and its effect on total body movement. Testing of muscle strength, range of motion will be introduced. Students will be introduced to the mechanics of mastication and ventilation. The fundamentals of human gait will also be discussed. Clinical skills will be practiced in lab.

PTA 1053 Clinical Procedures I introduces students to the mechanisms of pain and current theories. Course content will include introduction of the following modalities with proper usage, indications and contraindications; electrical stimulation, biofeedback, ultrasound, TENS, traction, compression therapy, infrared, hydrotherapy, heat and cold. Students will build on previous skills of patient communication, documentation and evidence-based practice within the physical therapist's plan of care.

PTA 1064 Therapeutic Exercise I focuses on the understanding and exploration of therapeutic exercise and the role of the physical therapist assistant to implement therapeutic exercise regimes. Course content will include different aspects of therapeutic exercise, including muscle flexibility and range of motion, muscle strength, endurance, balance and coordination and application of those techniques. Students will learn the phases of tissue healing and the impact of exercise on tissues. Additionally, the student will explore the therapist's role in wellness, learn to effectively monitor the exercise program, progress the patient within the plan of care set up by the physical therapist, and teach a home exercise program.

PTA 1072 Clinical Practice I is an eight week supervised clinical experience in which students will be under the direct supervision of a licensed therapist, two days a week for an eight-hour work day. Students will achieve advanced beginner competence in chart review, communication skills with patients and family members, professional communication with fellow therapists and the evaluating PT, documentation, selected data collection skills, and select therapeutic interventions. They will understand the dynamics of working within a physical therapist plan of care, and practice skills in the clinical setting as they demonstrate competence within didactic coursework.

PTA 2013 Clinical Procedures II introduces student to therapeutic massage and basic joint mobilization. Taping techniques, bandaging and wrapping for edema management will also be covered. Students will explore orthotics and prosthetics and their proper usage; and basic wound care, and application and removal of dressings. Students will

learn to test sensation, identify normal and abnormal integumentary changes, measure anthropometric characteristics, and, determine joint integrity and mobility.

PTA 2023 Clinical Practice II is a 4 week supervised clinical experience in which students apply knowledge and skills learned in didactic coursework and build upon previous clinical experience, as they work under the direct supervision of a licensed therapist. Individual caseload will be increased, and students will begin working with more complex patients. Communication skills and professional conduct will be fostered as students begin to consider ethical decision making and explore evidence-based practice.

PTA 2032 Neuroanatomy for the PTA explores the roles of the physical therapist and physical therapist assistant in neurologic rehabilitation. Students will develop a working knowledge of neuroanatomy, motor control, and learning, and motor development. Course content will include medical disorders within the nervous system of both children and adults, and theories of treatment.

PTA 2044 Therapeutic Exercise II is a continuation of the principles of exercise introduced in Therapeutic Exercise I. Additional theory and application of rehabilitation will extend to many pathologies across the lifespan with emphasis on treatment of long-term disabilities. These include cardiac rehab, neuro rehabilitation, pulmonary rehab, and functional training for pediatric and geriatric conditions.

PTA 2052 Professional Topics applies knowledge and experience gained from Clinical Practice I and II to look at topics that will need to be addressed as students transition from a student to a clinician. Coursework will explore abuse of vulnerable populations, fraud and abuse in healthcare, professional ethics and values, discharge planning, interprofessional collaborative care, organizational planning, and accurate and timely billing. Students will also discuss leadership opportunities as a PTA, resume' writing, job finding, and the importance of lifelong learning.

PTA 2064 Clinical Practice III is a 6 week supervised clinical experience in which students work on and develop all skills in order to attain entry-level competency as a physical therapist assistant. Studies will build upon previous didactic work and clinical practice to allow them to work with more complex patients and maintain 100% of a full-time physical therapist assistant's patient care workload in a cost effective manner with direction and supervision from the physical therapist.

PTA 2071 PTA Capstone is a comprehensive review of concepts required for licensure examination and entry-level work as a Physical Therapist Assistant. Performance in didactic coursework and in clinical education will be utilized to determine knowledge deficits, and develop study plans. A PTA Exam Study Guide will be utilized to prepare students for success on the NPTAE.

STUDENT RESPONSIBILITIES FOR CLINICAL PRACTICE

Clinical Practice I, II and III will involve work off-campus at a predetermined clinical site. Specifics regarding each Clinical Practice course can be found in the individual syllabus. It is the student's responsibility to provide arrangements for all travel to and from the clinical site for the entirety of each course. Care will be taken in providing clinical sites that are within a reasonable distance for students, but may require up to a 1.5 hour commute. Estimated expenses can be found in the TUITION AND FEES section of this handbook.

TUITION AND FEES

ESTIMATED COSTS

Tuition/ Fees (\$158/credit hour)	\$5,688*
Books/ Lab Supplies	\$1,000
PTA Program Polo	\$25
PTA Name Badge	\$5
APTA/ OPTA Membership Dues	\$90
Malpractice Insurance	\$20
Background Check/Drug Screen/ Immunizations	\$128
Travel	\$1,500**
Licensure Exam Prep Fee	\$100
Licensure Exam Fee	\$400
Licensure Fee	\$135
Cap & Gown	\$35
Total	\$9,126

*These cost estimates are only for the thirty six credit hours of PTA curriculum. If the student has not already completed prerequisites, cost for tuition and books will be more. **Based on estimated miles to clinical lab sites at .25/mile. Travel expenses would vary for the student depending upon distance to and from assigned clinical site.

FINANCIAL AID

It is the goal of Seminole State College and the PTA Program to make quality higher education accessible to all qualified students. To meet this commitment, financial assistance is available in the form of scholarships, grants, loans, and part-time employment.

The factors considered in determining the types and amounts of aid received by an applicant are: availability of funds, student's analyzed financial need, student's academic discipline/performance record, and timely completion of students' financial aid file. Most, but not all, financial assistance is based upon need. Need is the difference between what a family can reasonably be expected to pay toward the cost of education and the actual college expenses. This need is determined through the use of the Free Application for Federal Student Aid (FAFSA).

In order to apply for financial aid, all students must complete the Free Application for Federal Student Aid beginning October 1st of each year. Apply over the internet at <http://www.fafsa.ed.gov> . For students without internet access, computers are available outside the Financial Aid Office located in the Student Services Building.

Scholarship applicants must submit the Seminole State College Scholarship Application. Scholarships funds are limited with a deadline of March 1st

A financial aid shopping sheet is provided to prospective students who are eligible to receive Federal military and veterans educational benefits. It is provided to those respective students who have applied for Title IV aid using the Free Application for Federal Student Aid (FAFSA). As part of our commitment to supplying information in a transparent and consistent manner, the shopping sheet is also provided to all students who have applied for Title IV aid. The link can be found on the SSC main website, under the financial aid tab.

STUDENT RESOURCES

A wide variety of student resources are available to students on the main Seminole State College campus, and the Gordon Cooper Technology Center campus.

SEMINOLE STATE COLLEGE CAMPUS

The Office of Student Services, located in the center of Tanner Hall, addresses the many special needs of college students. The Office of Student Services offers academic career, and personal counseling, and provides students information on student clubs, intramurals, student government, activities, special academic assistance and testing services. Student Services also provides assistance in locating on and off-campus housing and employment. The office of Admissions and Financial Aid Office are also located in the Student Services area of Tanner Hall.

By arrangement, each of the college's divisions will assist students with academic support through one-on-one sessions with instructors, individual tutoring or computerized academic support systems. Facilities available on the SSC campus include computer labs in the Student Success Center, the Tanner Hall Writing Lab and the Math and Science Computer-Assisted Learning Center. For course-specific academic assistance, notify the office of the division chair through which the course is offered.

Computers for student use are also located in the David Boren Library. For information on use of SSC computer equipment in the library, check with the library staff at the circulation desk.

GORDON COOPER TECHNOLOGY CENTER CAMPUS

The Office of Student Services is located on the northwest side of the GCTC campus and offers academic, career and personal counseling services.

For additional service available within the Shawnee and Seminole areas please follow the links below:

http://www.gctech.edu/sites/gordoncooper/uploads/documents/FY_13_Updates/Guidance/SHAWNEE_AREA_COMMUNITY_SERVICES_1213.pdf

http://www.gctech.edu/sites/gordoncooper/uploads/documents/FY_13_Updates/Guidance/SEMINOLE_AREA_COMMUNITY_SERVICES.pdf

NONDISCRIMINATION STATEMENT

Seminole State College and the SSC-GCTC PTA Program, in support of and in compliance with the American with Disabilities Act (1990), welcomes requests for reasonable accommodations.

Students with special needs should contact the ADA specialist, Sheila Morris, located in the Walkingstick Building, Admissions Office, Room 129. Ms. Sheila Morris may also be reached by calling 405-383-9248. Students may also contact the office of the Vice President of Student Affairs, located just inside the north door of the Walkingstick Student Services Center, or by calling 405-382-9272. A TDD telephone, located in the David L. Boren Library is available for the use of hearing-impaired students. The TDD number is 405-382-9291.

Student Eligibility for Seminole State College to provide services to special needs students, eligibility must be established. Services are provided to each qualified person with a disability as defined by federal regulations. A “qualified person with a disability” means: “An individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the recipient of services or the participation in programs or activities provided by a public entity.” (Public Law 101-336, Section 201) The federal definition of a disability includes a person who: 1. has a physical or mental impairment which substantially limits one or more of such a person’s major life activities 2. has a record of such impairment 3. is regarded as having such impairment. (Public Law 101-336, Section 201)

Students are required to provide documentation of a disability prior to the provision of services. In the case of a physical disability, documentation from a physician is needed. In the case of a learning disability, documentation must be submitted from one of two sources: 1. Students diagnosed with a learning disability prior to graduation from an accredited high school need to submit a copy of the psycho educational evaluation on file at their respective high school. 2. Students diagnosed after completion of high school need to submit a psycho educational evaluation performed by a licensed

psychologist. (It is the policy of Seminole State College to base accommodations on the most recent psycho educational evaluation.)

How Often Must a Student Request ADA Services? Planned services are provided based upon student request. Ordinarily, students arrange services at the time of enrollment; therefore, services must be requested at least each semester or at the time a need is identified. A student must also meet with each instructor in whose class the student is enrolled at the beginning of every semester to sign an accommodation form.

COURIER SERVICE

For any items that need to be transmitted between the Seminole State College campus and the Gordon Cooper Technology Center campus, a daily courier service is available. There is a bin located in the PTA classroom space for items that need to be transported to the main campus.

ATTENDANCE

It is expected that students arrive to all classes and labs and be prepared to begin at the scheduled time. It is highly discouraged for students to miss any portion of lecture or labs, all information is important and may or may not be repeated. If an absence is necessary, it is the student's responsibility to arrange for remediation of the material. All planned absences must be pre-approved by the instructor. In the event of an unplanned absence it is expected that the student will notify the instructor at the earliest possible time and arrange for remediation of the material. Frequent absences (greater than 2 consecutive) will result in a counseling session with the instructor and/or the program director. Excessive absences (greater than 4 in one semester) may result in removal from the program. (Pg 24)

Students are also expected to attend all scheduled days of Clinical Practice courses. Each student is required to participate in a predetermined amount of time to successfully complete each course, any absence from the facility will count against this time. Please note that there are no excused absences from Clinical Practice courses. The student is responsible for notifying the facility and the ACCE via phone if an absence or tardy is necessary. Any missed time must be made up to complete each course. This may prevent progression through the program or delay graduation. More than one missed day in Clinical Practice I and II, or more than two days in Clinical Practice III may result in withdrawal from the course and program. Students are

considered tardy if arriving late or leaving early from a clinical site. Three tardies will constitute an absence.

GRADING POLICY

The following scale will be used for assigning grades in the didactic portion of the program.

A = 93%-100%

B = 87%-92%

C = 80%-86%

D = 74%-79%

F = 73% and below

Grades will be based on online journal assignments, class assignments, quizzes, patient scenarios, group projects, a comprehensive portfolio, tests and lab performance.

Class assignments are due on the date and time assigned. All assignments missed during an absence are due the day upon return. Grades on assignments turned in late are reduced by 10 percent per day if no documentation of extenuating circumstances is available.

Lab grades within didactic coursework will also be assigned according to the grading scale and will adhere to the following:

- After each skill has been covered in class and demonstrated in lab, students will perform each skill in the lab setting. Students will be required to perform two peer check offs for each skill (at minimum), prior to the instructor check off. A skill check off sheet will be given to each student. It is the student's responsibility to maintain the sheet and get the appropriate initials for each check off. The initialed sheet must be turned in to the instructor prior to the student performing the final skills check for the instructor.
- Upon completion of the peer skills check offs, each student will demonstrate the skill for the instructor. The Skills Check Rubric will be utilized for grading of the skill. The student must receive greater than or equal to 7 points in order to pass the skills test, and must perform **ALL** noted critical safety elements.
 - **Students will be given two opportunities to remediate a failed skills test. Upon the first failed attempt at a skills test, the student will receive feedback from the instructor and planned remediation as**

needed. Two failed skills tests will result in the student failing the course and subsequent removal from the program.

- Students will be asked to perform a final comprehensive skills exam at the end of each semester in lab classes. The skill will be presented as a case scenario and chosen at random by the student. The Skills Check Rubric will be utilized for grading of the skill. The student must receive greater than or equal to 7 points in order to pass the skills test, and must perform **ALL** noted critical safety elements.
 - **Students will be given two opportunities to remediate a failed skills test. Upon the first failed attempt at a skills test, the student will receive feedback from the instructor and planned remediation as needed. Two failed skills tests will result in the student failing the course and subsequent removal from the program.**

Critical safety skills will be designated on each individual skills test, but include elements that if not performed correctly could potentially cause harm to the therapist and/ or the patient and include the following.

- The ability to carry out the plan of care set forth by the PT.
- Thorough infection control procedures, such as handwashing.
- Ensuring a safe working environment.
- Utilizes proper body mechanics and safe patient handling skills.
- Recognizes and responds appropriately to contraindications and precautions.
- Recognizes when physiological measures and responses are outside of parameters and responds appropriately.
- Recognizes when the PT/MD/RN should be notified regarding patient subjective complaints or response to treatment.

Clinical Practice I, II and III are pass/ fail courses. Students will be evaluated by the CI utilizing the Clinical Performance Indicator (CPI).

In Clinical Practice I, II and III the ACCE will determine the final grade of “pass” or “fail”. To receive a “pass” students must meet the indicated performance level as outlined in each syllabus on the following 14 criteria.

1. Safety
2. Clinical Behaviors
3. Accountability
4. Cultural Competence

5. Communication
6. Self-Assessment and Lifelong Learning
7. Clinical Problem Solving
8. Interventions: Therapeutic Exercise
9. Interventions: Therapeutic Technique
10. Interventions: Physical Agents and Mechanical Modalities
11. Interventions: Electrotherapeutic Modalities
12. Interventions: Functional Training and Application of Devices/Equipment
13. Documentation
14. Resource Management

TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS

Students must undergo a physical health examination by a licensed healthcare professional upon admittance to the program to ensure that they meet those minimal standards. Forms to be used for this examination can be found in the student handbook. Both the healthcare professional and the student must review the minimal performance standards and attest to the ability of the student to perform standards as described. This form is required for all students to be placed in Clinical Practice I, II, and III. Failure to provide this form to the ACCE will result in withdrawal from the program.

The Performance Standards for Physical Therapist Assistants is a list of physical abilities necessary to perform the duties of a Physical Therapist Assistant Student as noted below.

Visual Acuity

- Acute enough to read small print on product labels used for whirlpool treatments, dressing changes, and specific labels on medicines used in modalities.
- Acute enough to read small numbers on goniometers, computer screens, and isokinetic reports.
- Acute enough to observe postural changes, musculoskeletal changes, and coloration changes.

Hearing Acuity

- Acute enough to hear and understand words spoken by instruction and patients.
- Acute enough to perceive the spoken word in an environment with a high level of background noise.

Speaking Acuity

- Verbal expression clear and distinct enough to enunciate medical and surgical terminology.
- Ability to express thoughts clearly.

Digital Dexterity

- Agile enough to handle modality instruments with both left and right hands at a functional pace.
- Able to supinate and pronate at the wrist, and write/type up documentation/notes.

Physical Ability

- Strong and agile enough to lift equipment, push stretchers and beds, move large pieces of equipment, and transfer/lift patients.
- Ability to stand for long periods of time without a break (4-6 hours or longer).

Physical Therapist Assistant students must be able to perform, with or without reasonable accommodations. Each of these essential functions in order to fully participate in our program and successfully complete the requirements for the PTA Program. If accommodations are necessary in regard to the above standards students must follow the Nondiscrimination Statement Procedure. It is the student's responsibility to ensure that notification occurs in a timely fashion to allow for any necessary accommodations. All forms and plans for accommodation will be kept in a locked cabinet in the ACCE's office, and will be destroyed upon the student's completion of the program.

RETENTION AND PROGRESSION

All information presented in the didactic portion of the curriculum is vital to both passing the licensure examination and competent practice as a PTA, students must maintain a "C" average or 80% in all technical coursework to remain in good standing with the program. In addition, if a student scores below an 80% on a course exam, it is expected that the student perform remediation of the material in order to demonstrate a good working knowledge of said material. The remediation will be determined by the course instructor and may include oral or written assignments, research projects, and/or additional lab time.

Any student receiving a course grade of "D" or below in one course will be withdrawn from the PTA Program, but may reapply for admission the following year if eligible. See reinstatement, page 25. Students receiving more than 1 "D" or an "F" in any PTA courses will be withdrawn and are not eligible for reinstatement.

Students will be required to successfully perform all technical skills presented in class in order to continue to the next course and to be able to participate in clinical rotations. A skills checklist will be used to ensure that students are competent and safe with all skills.

Technical skills will be assessed in lab utilizing this skills checklist. Students will repeat the skills checklist until the passing standard is met however, only three attempts are allowed. Please note, five percentage points will be deducted for each attempt. Supervised open lab times will be available for students to practice and hone skills. Students must demonstrate competency in the laboratory before they perform these skills during Clinical Practice I, II, and III.

WITHDRAWAL/ DISMISSAL

The SSC-GCTC PTA Program reserves the right to begin withdrawal or dismissal of any student whose health, conduct, classroom performance, and/or lab performance is deemed unfit to continue with the program. This includes excessive absences. (Pg 20-21), and 2 consecutive failures of a skills test.

In order to voluntarily withdraw from the program in good standing, the student must submit a formal letter of resignation, to the Program Director, stating the reason for withdrawal. Additionally, the student must take part in an exit interview with the Program Director. All educational materials belonging to Seminole State College and/or Gordon Cooper Technology Center must also be returned. Please note that students who withdraw without completing the above steps will not, at any time, be considered for reinstatement/ readmission.

Students will be withdrawn from the program due to poor academic performance (Pg 24) and may be eligible for reinstatement.

Students may be dismissed from the program for not adhering to the policies and procedures of the PTA program. Students are responsible for their behavior on and off campus. If a student displays unprofessional, unsafe or otherwise unacceptable behavior at a clinical education site or other on or off campus educational activity, it may be cause for dismissal from the program and the institution.

REINSTATEMENT

Students withdrawing because of personal circumstances are considered for reinstatement, if they follow the withdrawal procedures. If a student wishes to re-enter the program within one year of leaving, that student must provide written notification to the program director. Application for reinstatement must be made for the next school year following withdrawal. Reinstatement will be evaluated individually by the PTA Program Director and faculty. To be considered for reinstatement, students must have maintained a C average and have been in good standing at the time of withdrawal. Upon reinstatement, the student will begin with the new class of students and may have to repeat coursework previously completed. All program expenses and fees must be paid in full prior to reinstatement. CPR certification and TB testing must be current.

If a student has been away from the program for more than one year, reapplication is required and the student will repeat all coursework. The student will be placed in the general applicant pool subject to the program's admissions policies.

Students withdrawn from the program due to poor academic performance (Pg 24) will be eligible for reinstatement the following year and must repeat the course with the unsatisfactory grade. As the student waits to join the next cohort, it is strongly recommended that they complete SOC 1002 Learning Strategies. In addition, the student must pass the course being re-taken with a B.

A student is not eligible for readmission to the PTA program, if the student earned two academic failures ("D" or below) in more than one PTA course, the student has been readmitted one time before, violation of the APTA Standards of Ethical Conduct for the Physical Therapist Assistant has occurred, or other unsafe or unprofessional behaviors have been demonstrated.

ACADEMIC DISHONESTY

The PTA Program maintains a "no tolerance" policy in regard to academic dishonesty, and shares the SSC definition of academic dishonesty as well as the action that will be taken. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors must be the result of their own thought, research, or self-expression. In cases where students are unsure about a question of

plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Students may be guilty of plagiarism if they submit work purporting to be their own, but which borrows ideas, organization, or wording, from another source without appropriate acknowledgement. Plagiarism includes reproducing someone else's work, whether it is a published article, material from an Internet site, a chapter of a book, a paper from a friend, or from other sources. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work without acknowledgement which students submit as their own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by them, unless otherwise authorized by the instructor.

When assignments involve research in outside sources or information, students must carefully acknowledge exactly what, where and how they have employed them. If the words of someone else are used, students must utilize generally accepted writing style guidelines (i.e. put quotation marks around the passage in question and add an appropriate indication of its origin. An alternative to using quotation marks is to indent the paragraph to be quoted). Making simple changes while leaving the organization, content, and phraseology of the words intact, is plagiarism. None of these rules shall apply to those ideas which are so generally and freely circulated as to be common knowledge. Please reference the following URL for assistance in avoiding plagiarism: <https://owl.english.purdue.edu/owl/section/3/33/>, <https://owl.english.purdue.edu/owl/resource/589/01/>.

Responsibility of the Instructor and Program Director:

An instructor who suspects that a student has committed an academic offense shall consult with the Program Director, as soon as practical. If the instructor is also the Program Director, that staff person shall consult with the STEM Division Chair. Prior to consultation, however, the instructor may take action to detect or prove an academic offense and should preserve evidence of same.

The instructor and Program Director (or STEM Division Chair) shall review the evidence of an academic offense. If a preponderance of the evidence warrants an accusation of an academic offense, the student shall be invited to meet with the instructor and Program Director (or STEM Division Chair). The student shall be informed of the charge in person and given an opportunity to state his or her case. In

an open hearing, the student shall be informed of the possible penalties that may be imposed or recommended. If the student is not reasonably available or fails to attend the meeting, the instructor, with the approval of the Program Director (or STEM Division Chair), shall inform the student in person (preferably in the presence of a witness or a signed receipt from the student) or by certified mail (to the local address as contained in the Registrar's Office) of the evidence, charges, and penalties. PTA students found to be guilty of academic dishonesty will be dismissed from the program without option of readmittance.

CONFIDENTIALITY OF RECORDS AND STUDENT FILES

Faculty are responsible for maintaining the privacy and confidentiality of all student records and personal information as per The Family Educational Rights and Privacy Act (FERPA).

All student information and records are considered confidential and may not be given to anyone other than the student, designated clinical instructors or CCCE, or academic institution faculty/administration without written permission from the student. With written consent, a student may authorize the PTA Program to release information regarding their academic record.

Student files are kept in a locked file cabinet in the Program Director's office, which remains locked unless occupied. All grades will be posted on Brightspace where students are able to access only their individual grades. Grades will not be posted in a public forum, or be given out via any means other than Brightspace.

CONFIDENTIALITY FOR STUDENT MEETINGS

Students will be afforded the right to private counsel and meetings. The Program Director's office will be utilized for student conferences and meetings to ensure student privacy.

STUDENT ACADEMIC GRIEVANCE PROCEDURE

The SSC-GCTC PTA Program will adhere to the Student Academic Grievance Procedure as stated in the SSC Student Handbook. PTA Students are provided

privacy in reporting grievances and may begin the below process at STEP 3 if said student has fear of repercussions.

When a student has a complaint concerning an instructor, a grade received in a course, or any academic related matter, he/she should follow the procedure outlined below. If satisfaction is not achieved at one step in the procedure, the student may move on to the next step. All steps must be followed in the order presented. STEP 1: Discuss the problem with the faculty member involved. Perceived problems are often misunderstandings generated by faculty information or miscommunication about the grievance. STEP 2: Visit with the chairperson of the division in which the problem has risen. STEP 3: If consultation with the faculty member and the divisional chairperson does not resolve the problem, students should consult the Vice President for Academic Affairs. The VPAA may resolve the issue in manner of his choosing. This may or may not involve a hearing before the VPAA by all parties involved. STEP 4: Appeals of the decision rendered by the VPAA may be made to the President of SSC upon written request for a review of the case within seven working days from notification of the committee's decision. The President may exercise discretion as to whether or not to hear the case. The President will make a decision on the appeal which may be one of the following:

1. Refuse to hear the case for lack of sufficient reason for appeal.
2. Uphold the decision of the Vice President for Academic Affairs.
3. Modify the decision of the Vice President for Academic Affairs by reducing or modifying the penalties in a fair and reasonable manner.
4. Dismiss the charges against the student.
5. Take other action as deemed appropriate and as fully explained to both the Vice President for Academic Affairs and the student(s).

STUDENT NON-ACADEMIC GRIEVANCE PROCEDURE

The SSC-GCTC PTA Program will adhere to the Student Non-Academic Grievance Procedure as stated in the SSC Student Handbook.

“Complainant” is defined as the person who is filing a complaint or grievance. “Respondent” is defined as the person against whom the complaint is being filed. When a student has a non-academic based complaint that a violation of SSC policy, procedures or values has occurred, he/she should follow the procedure outlined below. If satisfaction is not achieved at one step in the procedure, the complainant may move

on to the next step. All steps must be followed in the order presented. Ultimately, a complaint must be placed in writing and signed by the complainant.

STEP 1: If feasible, the complainant should attempt to discuss the problem with the respondent. Perceived problems are often misunderstandings generated by faulty information or miscommunication. Involvement of a neutral third party or mediator is recommended in most cases. The complainant may want to consult with his/her advisor or the Dean of Student Services in this regard. If the specific circumstance makes Step 1 inappropriate, or if the complainant does not feel comfortable communicating with the respondent, he/she may proceed to step 2.

STEP 2: Visit with the immediate supervisor of the respondent if the complaint involves a member of the College staff. If the complaint involves another student, visit with the Dean of Student Services.

STEP 3: If consultation with the supervisor/Dean does not resolve the problem, the complainant should consult the Vice President for Student Affairs (VPSA). The VPSA will hear the complaint and render a decision. At his/her discretion, the VPSA may convene a committee to hear the grievance and make a recommendation on resolution to the VPSA.

STEP 4: An appeal of the decision rendered by the VPSA may be made in writing to the President of SSC within seven business days after notification of the VPSA's decision. The President may exercise discretion as to whether or not to hear the appeal or make a decision on the appeal which may be one of the following:

1. Refuse to hear the issue due to lack of sufficient reason for the appeal;
2. Uphold the decision of the Vice President for Student Affairs;
3. Modify the decision of the Vice President for Student Affairs;
4. Take other action as deemed appropriate.

PROCESS FOR FILING A COMPLAINT WITH CAPTE

CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE.

Formal Complaints About Programs

CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA) that allege a program is not in compliance with one or more of CAPTE's [Evaluative Criteria](#) (for complaints about events occurring before December 31, 2015) or the Standards and Required Elements (for complaints addressing events occurring January 1, 2016 and thereafter) or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

- If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.
- If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Evaluative Criteria for Accreditation (or the Standards and Required Elements, as appropriate) or the statements listed above.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.

- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three (3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.

Complaints will ordinarily be reviewed at the next meeting at which complaints may be reviewed (late January, mid-April, late July/early August, early November) following receipt of the complaint. In order for the process to be completed in time for considered review by CAPTE, complaints must be received no later than ninety (90) days prior to a meeting. At its discretion, CAPTE may choose to consider complaints between its regularly scheduled meetings. Ordinarily, such consideration will occur only when delay in consideration of the complaint could have a serious adverse effect on either the complainant or the institution.

Anonymous Complaints About Programs

Complaints that are submitted anonymously are not considered to be formal complaints and will not be reviewed by CAPTE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward is made by the Director of the Accreditation Department. A record of anonymous complaints will be maintained by the Department of Accreditation.

Complaints must be submitted in writing. The event(s) being complained about must have occurred at least in part within one (1) year of the date the complaint is filed. The complaint must be identified as a complaint and submitted independent of any other documentation submitted to CAPTE. The complaint must 1) set forth and clearly describe the specific nature of the complaint, 2) provide supporting data for the charge,

3) specify the changes sought by the complainant, and 4) identify the person making the complaint.

Complaints are submitted to the Department of Accreditation, APTA, 1111 North Fairfax Street, Alexandria, Virginia, 22314. CAPTE acts on these types of complaints at its next regularly scheduled meeting following receipt of the complaint.

CELL PHONE USAGE

Cell phone usage distracts from the learning process and patient care, and personal use is strictly prohibited in the classroom, lab and clinical setting. However, individual instructors may authorize the use of devices for classroom activities. Students will either turn their phones off, or not bring them into any educational settings unless prior permission has been given by the instructor of the course.

SOCIAL NETWORKING

In order to protect the student, PTA Program, SSC, clinical sites and patients, social networking within the clinical setting is strictly prohibited. Students will not participate in social networking of any kind within the clinical setting. This includes attempting to “friend” or become a part of a clinical instructor’s social network while on participating in Clinical Practice I, II or III. Students will also refrain from “checking in” or posting from or about a clinical site. It is a HIPAA violation if a client/patient is identifiable with the information provided, even if personal health information is avoided. HIPAA violations will not be tolerated.

EMAIL ACCOUNTS

Upon acceptance and enrollment at SSC, students will be given a student email address. This is the preferred method of communication between students, faculty and clinical facility staff. It is important that students begin developing their professional image. Utilizing professional email addresses is a small, but important part in doing this.

INSTRUCTIONAL METHODS

The SSC-GCTC PTA Program will utilize multiple methods of instruction to assist all learners in fully understanding the material. Students are expected to complete assigned reading assignments before lecture. Lecture and class discussion will reinforce the read material. Video presentations, guest lecturers and field trips will be utilized whenever possible. Lab time will be used for students to practice and refine psychomotor objectives related to the material presented through reading or lecture.

STUDENT LAB ACCESSIBILITY

Lab space will be made available to students outside of class time for practice of skills. Students are only allowed to practice the following modalities with a PTA instructor present; electrical stimulation, ultrasound, iontophoresis, traction, laser or light therapy.

Students have access to the GCTC PTA Program lab space each weekday that the campus is open from 8:00 am to 5:00 pm, when class is not in session. In addition, each semester a schedule for supervised lab times will be posted on the lab door. Students also have access to the classroom outside of class time, where anatomy models and learning resources are available.

CLASSROOM AND LAB SAFETY

All students and faculty will comply with occupational health, safety, and fire regulations in order to maintain a safe learning environment. Standard precautions are to be followed at all times by faculty and students. Which includes hand hygiene, use of personal protective equipment (e.g., gloves, gowns, masks) when in contact with body fluids, safe handling of potentially contaminated equipment or surfaces, and respiratory hygiene/cough etiquette. No food, gum, candy, or drinks are allowed in the classroom or lab areas.

APPEARANCE/ DRESS CODE

The purpose of the dress code is to promote a professional appearance at all times when representing the SSC-GCTC PTA Program. Students are to be dressed and groomed in a manner which will enhance patient confidence as well as respect from colleagues and other health professionals.

Student appearance will comply with safety standards and facilitate quality job performance at all times.

- Fingernails must be clean and neatly trimmed. If nail polish is worn, it must be clear and free of chips.
- Artificial nails are not permitted.
- Wedding bands, medical identification bracelets, and one small stud earring in one or both ears are permitted.
- Tattoos must be covered.
- Hair must be maintained off the collar and away from the face.
- Makeup is to be conservative.
- Good hygiene is expected at all times. Students are to avoid strong colognes, perfumes, or smells of any type.
- Male students must be clean shaven. If a student has sideburns, a beard, or mustache, it must be neat, clean and well-trimmed.

Classroom Setting

While the program does not have a specific dress code for scheduled lectures, it is expected that all PTA students dress conservatively and in a manner not to distract.

Laboratory Setting

Given the nature of the physical therapy profession, it is necessary to access different areas of the human body. Students should present themselves appropriately for all lab classes.

- For men, gym shorts; and for women, gym shorts and a sports bra should be worn.
- Clothes may be worn over the required lab clothes, but must be removed during necessary lab activities.
- Please note that lab attire is only appropriate for the lab. Clothes must be worn over required lab clothes in all other areas of the campus.

Clinical Education Setting

In general, students will follow the dress code of the facility in which the affiliation takes place. It is the responsibility of the student to seek and understand information about the dress code of the facility. Regardless of what clothing is worn, student's overall presentation should be neat and clean.

Students must wear the PTA program name tag at all times when performing as a student PTA in any location off campus.

TOBACCO USE

The use of tobacco products by students (including, but not limited to, cigarettes, electronic cigarettes, vaping devices, pipes, smokeless tobacco, and other tobacco products) is prohibited throughout all indoor and outdoor areas of property owned or under the control of Seminole State College, including parking lots owned or under the control of said agency. This includes the alternate location of Gordon Cooper Technology Center.

Seminole State College will identify the boundaries of its property, post this information for public reference, and provide notice of this policy with appropriate signage, including signs at the entrances to the properties and/or other locations as needed. The agency will also utilize printed materials and other communications as needed.

Noncompliance by students while on Seminole State College or Gordon Cooper Technology Center property will be handled by the Office of Student Affairs and/or by the Campus Police/ Security, as appropriate.

For purposes of the SSC-GCTC PTA Program, this tobacco use policy also applies to students for each clinical assignment. While participating in clinical education, students are preparing for work as a healthcare professional, this includes demonstrating healthy behaviors.

If a student must use tobacco during a clinical assignment, it is to occur during an approved break. The preference would be the lunch hour. Students must comply with the clinical sites tobacco policy and designated smoke areas at all times.

Students who resume patient care after a tobacco break must rid themselves of all evidence of smell or debris from the tobacco before returning to the clinical assignment. This may require the student to change clothes upon arrival or wear a removable outer garment while smoking that will be left outside the building.

If a student violates this policy, the Clinical Instructors are instructed to send the student home. Students who violate the policy a second time will be removed from the clinical facility and will not be returned to a clinical assignment until they can be in compliance with this policy. This may delay the student's scheduled graduation.

CRIMINAL BACKGROUND CHECK/DRUG SCREEN/IMMUNIZATIONS

In accordance with the Oklahoma Hospital Association, all accepted students must undergo a background check, a drug screen, and have up to date immunizations. Initial acceptance into the program will be provisional until positive results of all are received. Students will be given the name of an outside vendor upon acceptance into the program. It is the student's responsibility to comply with whatever the vendor needs to successfully complete the process for all three requirements. The ACCE is responsible for management and oversight of all requirements. Students will present documentation of successful completion of requirements to the ACCE, who will ensure confidentiality of the records. Copies will be provided, as appropriate, to clinical sites.

LIABILITY INSURANCE

All PTA students are required to have liability insurance while enrolled in the technical portion of the program. SSC provides a group policy with Nursing, MLT and PTA students. Each student is responsible for paying a premium to the SSC Business Office. Students may purchase additional liability insurance, but this minimal standard must be met.

HEALTH INSURANCE

Faculty and students are required to have health insurance and are responsible for their own policies. Students enrolled in the program are required to have personal health insurance prior to the start of clinical courses, and must provide proof of such to the ACCE.

ACCIDENT OR INJURY REPORTING

If a student is injured while in the clinical setting, the ACCE must be notified immediately. The ACCE should be given a copy of the facility's incident report and may require further documentation regarding the incident. The student is responsible for all expenses incurred by the facility rendering medical care.

POTENTIAL HEALTH RISKS

The student may be exposed to environmental hazards and infectious diseases while participating in the education program and in clinical practice including, but not limited

to, Tuberculosis, Hepatitis B, and HIV. The student understands and assumes the risks involved in the clinical practice portion of the PTA Program and agrees to abide by the policies and procedures of each facility regarding exposure to infectious diseases and infection control.

INCLEMENT WEATHER

In the event of inclement weather, PTA Department closures will be determined by GCTC administration. If the GCTC campus is closed, the PTA Department will be closed. Students will be notified via the SchoolReach automated calling system and the following TV stations:

KOCO TV (Ch. 5) VOOR TV (Ch. 4) KWTW TV (Ch. 9) KOKH (FOX 25)

Even if events are ongoing, participants should never endanger their personal safety by traveling to the Gordon Cooper Technology Center Campus. Instructors will make special provisions, including rescheduling of cancelled class meeting times, as appropriate.

While on the GCTC campus, all PTA students will adhere to GCTC policy regarding emergency drills and procedures.

GRADUATION POLICY

In order to qualify for graduation students must complete all of the required prerequisite and technical coursework with a cumulative grade point average of 3.0 or above in all SSC-GCTC PTA Program technical coursework. Students must complete the online graduation survey—the link will be sent to the SSC email account with the subject “Graduation Survey”. Special attention should be made to the answer in the survey regarding whether it is desired for the diploma to be picked up or mailed.

Graduation will occur in December. SSC does not have a Graduation Ceremony at this time of the year, but students are able to participate in the SSC Graduation Ceremony the following spring should they chose to do so. The PTA Program will hold an individual graduation ceremony on the SSC campus in December to confer the Associate of Applied Science in Physical Therapist Assistant Degree

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD SOc-09-20-18 [Amended HOD S06-oo-13-24; HOD 06-91-0607; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all Individuals.

IA. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

I B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

21). Physical therapist assistants shall protect confidential patient/client information and in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions In collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity In their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.

- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
- 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5 C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 51). Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients

Standard#8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of healthcare resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.
- 81). Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

APTA

American Physical Therapy Association

APTA Guide for Conduct of the Physical Therapist Assistant

Purpose

This Guide for Conduct of the Physical Therapist Assistant (Guide) is intended to serve physical therapist assistants in interpreting the Standards of Ethical Conduct for the Physical Therapist Assistant (Standards) of the American Physical Therapy Association (APTA). The APTA House of Delegates in June of 2009 adopted the revised Standards, which became effective on July 1, 2010.

The Guide provides a framework by which physical therapist assistants may determine the propriety of their conduct. It is also intended to guide the development of physical therapist assistant students. The Standards and the Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

Interpreting Ethical Standards

The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the Ethics and Judicial Committee (EJC). The interpretations are set forth according to topic. These interpretations are intended to assist a physical therapist assistant in applying general ethical standards to specific situations. They address some but not all topics addressed in the Standards and should not be considered inclusive of all situations that could evolve.

This Guide is subject to change, and the Ethics and Judicial Committee will monitor and timely revise the Guide to address additional topics and Standards when necessary and as needed.

Preamble to the Standards

The Preamble states as follows:

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Interpretation: Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word "shall" and are mandatory ethical obligations. The language contained in the Standards is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word "shall" serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards were revised was to provide physical therapist assistants with a document that was clear enough such that they can read it standing alone without the need to seek extensive additional interpretation.

The Preamble states that "no document that delineates ethical standards can address every situation." The Preamble also states that physical therapist assistants "are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive." Potential sources for advice or counsel include third parties and the myriad resources available on the APTA Web site. Inherent in a physical therapist assistant's ethical decision-making process is the examination of his or her unique set of facts relative to the Standards.

Standards

Respect

Standard IA states as follows:

IA. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

Interpretation: Standard IA addresses the display of respect toward others. Unfortunately, there is no universal consensus about what respect looks like in every situation. For example, direct eye contact is viewed as respectful and courteous in some cultures and inappropriate in others. It is up to the individual to assess the appropriateness of behavior in various situations.

Altruism

Standard 2A states as follows:

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

Interpretation: Standard 2A addresses acting in the best interest of patients/clients over the interests of the physical therapist assistant. Often this is done without thought. but sometimes, especially at the end of the day when the clinician is fatigued and ready to go home, it is a conscious decision. For example, the physical therapist assistant may need to make a decision between leaving on time and staying at work longer to see a patient who was 15 minutes late for an appointment.

Sound Decisions

Standard 3C states as follows:

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

Interpretation: To fulfill 3C, the physical therapist assistant must be knowledgeable about his or her legal scope of work as well as level of competence. As a physical therapist assistant gains experience and additional knowledge, there may be areas of physical therapy interventions in which he or she displays advanced skills. At the same time, other previously gained knowledge and skill may be lost due to lack of use. To make sound decisions, the physical therapist assistant must be able to self-reflect on his or her current level of competence.

Supervision

Standard 3E states as follows:

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Interpretation: Standard 3E goes beyond simply stating that the physical therapist assistant operates under the supervision of the physical therapist. Although a physical therapist retains responsibility for the patient/client throughout the episode of care, this standard requires the physical therapist assistant to take action by communicating with the supervising physical therapist when changes in the

patient/client status indicate that modifications to the plan of care may be needed. Further information on supervision via APTA policies and resources is available on the [APTA Web site](#).

Integrity in Relationships

Standard 4 states as follows:

4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

Interpretation: Standard 4 addresses the need for integrity in relationships. This is not limited to relationships with patients/clients, but includes everyone physical therapist assistants come into contact with in the normal provision of physical therapy services. For example, demonstrating integrity could encompass working collaboratively with the health care team and taking responsibility for one's role as a member of that team.

Reporting

Standard 4C states as follows:

4C. Physical therapist assistants shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.

Interpretation: When considering the application of "when appropriate" under Standard 4C, keep in mind that not all allegedly illegal or unethical acts should be reported immediately to an agency/authority. The determination of when to do so depends upon each situation's unique set of facts, applicable laws, regulations, and policies.

Depending upon those facts, it might be appropriate to communicate with the individuals involved. Consider whether the action has been corrected, and in that case, not reporting may be the most appropriate action. Note, however, that when an agency/authority does examine a potential ethical issue, fact finding will be its first step. The determination of ethicality requires an understanding of all of the relevant facts, but may still be subject to interpretation.

The EJC Opinion titled: [Topic: Preserving Confidences: Physical Therapist's Reporting Obligation With Respect to Unethical, Incompetent, or Illegal Acts](#) provides further information on the complexities of reporting.

Exploitation

Standard 4E states as follows:

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

Interpretation: The statement is fairly clear — sexual relationships with their patients/clients, supervisees or students are prohibited. This component of Standard 4 is consistent with Standard 4B, which states:

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

Next, consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients/Former Patients (modified for physical therapist assistants):

A physical therapist [assistant] stands in a relationship of trust to each patient and has an ethical obligation to act in the patient's best interest and to avoid any exploitation or abuse of the patient. Thus, if a physical therapist [assistant] has natural feelings of attraction toward a patient, he/she must sublimate those feelings in order to avoid sexual exploitation of the patient.

One's ethical decision making process should focus on whether the patient/client, supervisee or student is being exploited. In this context, questions have been asked about whether one can have a sexual relationship once the patient/client relationship ends. To this question, the EJC has opined as follows:

The Committee does not believe it feasible to establish any bright-line rule for when, if ever, initiation of a romantic/sexual relationship with a former patient would be ethically permissible.

The Committee imagines that in some cases a romantic/sexual relationship would not offend ... if initiated with a former patient soon after the termination of treatment,

while in others such a relationship might never be appropriate.

Colleague Impairment

Standard 51) and 5E state as follows:

51). Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Interpretation: The central tenet of Standard 51) and 5E is that inaction is not an option for a physical therapist assistant when faced with the circumstances described. Standard 51) states that a physical therapist assistant shall encourage colleagues to seek assistance or counsel while Standard 5E addresses reporting information to the appropriate authority.

51) and 5E both require a factual determination on the physical therapist assistant's part. This may be challenging in the sense that you might not know or it might be difficult for you to determine whether someone in fact has a physical, psychological, or substance related impairment. In addition, it might be difficult to determine whether such impairment may be adversely affecting someone's work responsibilities.

Moreover, once you do make these determinations, the obligation under 51) centers not on reporting, but on encouraging the colleague to seek assistance. However, the obligation under 5E does focus on reporting. But note that 5E discusses reporting when a colleague is unable to perform, whereas 51) discusses encouraging colleagues to seek assistance when the impairment may adversely affect his or her professional responsibilities. So, 5D discusses something that may be affecting performance, whereas 5E addresses a situation in which someone is clearly unable to perform. The 2 situations are distinct. In addition, it is important to note that 5E does not mandate to whom you report; it gives you discretion to determine the appropriate authority.

The EJC Opinion titled Topic: Preserving Confidences: Physical Therapist's Reporting Obligation With Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

Clinical Competence

Standard 6A states as follows:

6A. Physical therapist assistants shall achieve and maintain clinical competence.

Interpretation: 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise. Further, the physical therapist assistant may request that the physical therapist serve as a mentor to assist him or her in acquiring the needed knowledge and skills. Additional resources on Continuing Competence are available on the APTA Web site.

Lifelong Learning

Standard 6C states as follows:

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourage and contribute to the career development and lifelong learning of himself or herself and others, whether or not the employer provides support.

Organizational and Business Practices

Standard 7 states as follows:

7. Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

Interpretation: Standard 7 reflects a shift in the Standards. One criticism of the former version was that it addressed primarily face-to-face clinical practice settings. Accordingly, Standard 7 addresses ethical obligations in organizational and business practices on a patient/client and societal level.

Documenting Interventions

Standard 71) states as follows:

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

Interpretation: 71) addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients/clients and document related data collected from the patient/client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.

Support - Health Needs

Standard 8A states as follows:

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

Interpretation: 8A addresses the issue of support for those least likely to be able to afford physical therapy services. The Standard does not specify the type of support that is required. Physical therapist assistants may express support through volunteerism, financial contributions, advocacy, education, or simply promoting their work in conversations with colleagues. When providing such services, including pro bono services, physical therapist assistants must comply with applicable laws, and as such work under the direction and supervision of a physical therapist. Additional resources on pro bono physical therapy services are available on the [APTA Web site](#).

Issued by the Ethics and Judicial Committee
American Physical Therapy Association
October 1981

Last Amended November 2010

Last Updated: 9/4/13

Contact: ejc@apta.org

By signing below, I confirm that I have read the SSC-GCTC PTA Program Student Handbook and understand the information, policies, and guidelines contained within the handbook.

Student Printed Name

Student Signature

Date

Please note any concerns, special needs which you would like to make your PTA instructors aware of at this time:

Faculty Printed Name

Faculty Signature

Date

INFORMED CONSENT AND WAIVER

I understand that participation in the SSC-GCTC PTA Program is on a voluntary basis. It is therefore, my responsibility to have a complete health examination prior to participation including all required medical clearance for participation in laboratory activity. I also understand it is my responsibility to provide for my own medical insurance.

I understand that there are inherent risks in engaging in PTA Program lab activities, and patient care scenarios. I further accept responsibility for ensuring my participation is at a level appropriate for my health and fitness level.

By signing below, I affirm that I have read this form in its entirety. I agree to assume the risk of participation in the SSC-GCTC PTA Program, and further agree that Seminole State College, Gordon Cooper Technology Center, and its employees will not be held responsible for any injury my participation may cause. This includes claims, suits, losses, or related causes of action for damages, including, but not limited to such claims that may result from my injury, during, or arising in any way from, the program.

Student Printed Name

Student Signature

Date

Faculty Printed Name

Faculty Signature

Date