

Physical
Therapist
Assistant
Program
Student
Handbook



COLLEGE OF TECHNOLOGY
Johnson
COLLEGE

2024-2025

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I

Introduction

Welcome

It is with great pleasure that we welcome you to the Johnson College Physical Therapist Assistant (PTA) Program. We hope that you find your two years here to be both educationally stimulating and personally rewarding. Physical therapy is a service-oriented profession. Providers strive to help people with impairments improve their strength, mobility, and endurance, so that they can function better on a daily basis. Physical therapists function in very diverse and dynamic environments, and physical therapist assistants are expected to be prepared to work under their direction and supervision in these environments. With that being said, our PTA program seeks to provide you with the education necessary to flourish in diverse situations, but with the awareness that achieving and maintaining professional excellence requires a commitment to lifelong learning. This handbook has been prepared to provide you with general information about the college as well as information specific to the PTA program. It also contains policies and procedures for practices common to the program. Although it can provide the answers to many frequently asked questions, please do not hesitate to ask a faculty or staff member for information. Also, as changes in policy, procedure, or practice occur, we will notify you.

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

Sincerely,

The PTA Faculty

Heather DeFazio, PT, DPT
Program Director

Julie Williams, PTA
Academic Coordinator of Clinical Education

Career Opportunities for Physical Therapist Assistants

Physical therapy is a very rewarding and diverse profession. Physical therapy plays a vital role in helping individuals achieve their optimal level of mobility and independence. Physical therapist assistants work under the direction and supervision of licensed physical therapists and work directly with patients to help improve quality of life. According to the Bureau of Labor Statistics, the need for physical therapist assistants is expected to increase 40 percent from 2014 to 2024, with an increase of more than 51,000 jobs. Practicing physical therapist assistants have the option to work in a variety of settings, including: hospitals, inpatient and outpatient rehabilitation settings, skilled nursing facilities, private practices, home health, and schools. PTAs can also teach in physical therapist assistant programs or if they choose, can further their education in a variety of related fields.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Physical Therapist Assistants, on the Internet at <https://www.bls.gov/oes/current/oes312021.htm> (visited May 2020).

Accreditation

The Physical Therapist Assistant Program at Johnson College is accredited by the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capeonline.org>. If needing to contact the program/institution directly, please call 570-702-8987 or email hdefazio@johnson.edu.

Certification/Licensure of Physical Therapist Assistants

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

Please see the following website for information specific to the Pennsylvania Board of Physical Therapy <http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/PhysicalTherapy>

Essential Functions of the PTA Student

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

1. A student must be able to perform the following motor and sensory skills:
 - a. Sit or stand in class for up to 7 hours per day.
 - b. Demonstrate the motor planning and coordination required to provide physical therapy services to patients. This can include, but is not limited to, moving or positioning patients and equipment, lifting, carrying, pulling, and guiding equipment, patients, and accessories with assistance. In addition, student must be able to walk and move with ample agility to provide safe guarding during ambulation, transfers, and procedures for patients.
 - c. A student must possess adequate observation and sensory skills to observe patients, collect and interpret data, and respond to warning or emergency sounds.
 - d. Students must be also be able to tolerate a variety of sights and sounds.
 - e. Sufficient Auditory Ability to recognize and respond to verbal communication and to equipment alarms. Students must be able to tolerate noisy environments with numerous distractions.
 - f. Sufficient Visual Acuity to read English and numerals that may be fine printed on goniometers, other measuring devices, and equipment.
 - g. Sufficient Tactile Skills to safely grasp and manipulate small dials on equipment. Also, the nature of the work of a PTA is “hands on” and students must be comfortable not only palpating anatomical structures and monitoring vital signs, but also working closely with others in their “personal space.”
 - h. Sufficient Verbal Skills to communicate effectively in English, verbally and in written formats with faculty, peers, patients, families, and other health care professionals. Communication includes not only speech, but also reading and writing. Student must be able to speak intelligibly, to hear adequately, and to observe closely patients in order to elicit and transmit information. A student must possess reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients’ requirements and provide clinical care for patients. The student must be capable of completing appropriate medical records, documents, and plans according to protocol and in a timely manner.
2. A student must be able to make clinical judgments using critical thinking, which requires the emotional maturity and stability to approach highly stressful situations in a calm and rational manner.
3. A student must be able to meet all class standards for course completion.
4. A student must behave in a compassionate and professional manner in the classroom and in the clinic and must recognize and respond appropriately to individuals with diverse backgrounds. Students must adhere to the Standards of Ethical Conduct for the PTA set forth by the American Physical Therapy Association.

Students with Disabilities

Students with documented disabilities who wish to request accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act should contact the Counselor/Manager of Disability Services at 570-702-8956 to discuss the accommodations process.

II

Johnson College

General Information

Accreditation

Johnson College is accredited by the Middle States. The Pennsylvania Department of Education State Board of Education has approved Johnson College as a 2-year college

Mission Statement

Johnson College provides industry focused, hands-on learning in a supportive environment and prepares graduates to enter into and advance in their careers.

Vision Statement

To make the world our campus through industry partnerships and experiential learning by teaching the students of today the skills of tomorrow.

Johnson College's Shared Values

Forward Thinking

We strive to be the leaders of change. We anticipate hurdles, innovate, and make incremental improvements by embracing an innovative and proactive attitude.

Equity

We adopt an equity framework that proactively seeks to make Johnson College accessible, affordable, and inclusive for all people.

Student-Centered

The best interest of our students are a central consideration in all we do.

Collaboration

We interact with dignity and respect for those whom we work, inside and outside the College, to ensure productive and quality partnerships.

Advancement

We have the courage and curiosity to challenge the status quo, innovate and take calculated risks. We find ways to move forward which translates into growth for our students, our campus, and our community.

Non-Discrimination Policy

Johnson College welcomes applications from prospective students interested in pursuing an intensive technical or clinical program of education. Johnson College promotes a campus environment emphasizing the dignity and worth of all students, staff, and visitors that is free of discrimination. Johnson College does not discriminate against an individual's age, color, disability, gender identity, marital status, national origin, race, religion, sex, or sexual orientation, or any other legally protected class in admission, treatment, access to, or employment in its programs or activities. For questions or concerns regarding Title IX, please contact the Senior Director of Organizational Development. For questions or concerns regarding Section 504 of the Rehabilitation Act of 1973, please contact the Counselor/Manager of Disability Services.

ADA STATEMENT

- Johnson College is committed to providing students with disabilities equal access to all college programs and facilities. If you have a documented disability and wish to receive academic accommodations, please contact the Student Support Services office as soon as possible: counseling@johnson.edu. Disabilities covered by the Americans with Disabilities Act (ADA) include learning, intellectual, psychiatric, physical disabilities, and/or chronic health disorders.
- Additional information is available in the Student Handbook.

DIVERSITY STATEMENT: I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Please let me, your instructor, know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

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

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

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

Academic dishonesty refers to the commission of, or contribution to, dishonest acts by those engaged in teaching, learning, research, or related academic activities. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to:

1. Cheating- When a student attempts to gain an advantage, or get academic credit, in a way that is dishonest, disrespectful, irresponsible, untrustworthy or unfair. Includes copying from another student's work, unapproved collaboration or group work to complete coursework, taking an exam for another student or asking another student to take an exam for you, or using an answer key to complete coursework.
2. Plagiarism- Occurs when you use another person's words, ideas, assertions, data, or figures without acknowledgement of their work. Includes copying and pasting directly from sources (webpages, Wikipedia, blog posts, journal articles or textbooks, Chat GPT or other artificial intelligence tools), quoting a source without appropriate citation, or not paraphrasing and/or citing a source properly.
3. Submitting work which does not cite contributing members of group when working in courses where group work is required
4. Sharing of digital work (flash drives, google docs, etc.)
5. Facilitating acts of academic dishonesty by others
6. Tampering with the academic work of others

Acts of academic dishonesty will result in any or all of the following penalties:

First Offense: An "F" for the assignment

Second Offense: Automatic failure of the course

Third Offense: Referral to judicial authorities. Penalties imposed by the Office of Academics may include dismissal from the college.

Academic Honors/Recognition

The President's List

The President's List is published at the end of each semester citing students who achieve a minimum 3.90 GPA, while carrying a minimum of 12 Johnson College credits and matriculating toward a degree. Students who receive a grade of W, F, or I on their transcript for the semester will not qualify for the President's List.

Honors upon Graduation

Graduating students are eligible for recognition based upon scholastic merit. Highest Honors Awards are conferred on graduates with the highest cumulative GPAs among the candidates for the Associate in Applied Science and the Associate in Science degrees. *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* are citations conferred by the College for exceptional academic achievement and completion of a challenging curriculum.

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

Johnson College Community Code of Ethics

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

Each student should:

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

III

Physical Therapist Assistant Academic Information

Mission

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

Goals/Outcomes

Program Goals/Student Learning Outcomes

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

1. To prepare graduates to meet the professional and licensure requirements necessary to function as entry-level PTA's under the direction and supervision of a physical therapist in a variety of clinical settings.
 - Outcome #1:** Students/graduates will demonstrate competence implementing interventions identified in the plan of care under the direction and supervision of the physical therapist.
 - Outcome #2:** Students/graduates will demonstrate competency performing components of data collection skills under the direction and supervision of the physical therapist.
 - Outcome #3:** Students/graduates will complete thorough, accurate, logical, concise, timely, and legible documentation that meets the requirements of the facility.
 - Outcome #4:** Graduates will pass the NPTE at a rate consistent with CAPTE requirements within one year of graduation.
 - Outcome #5:** Graduates who seek employment will be employed in the field within one year of graduation.
2. To ensure students are prepared to meet the needs and expectations of members of society who seek physical therapy services.
 - Outcome #1:** Students/graduates will exhibit conduct that reflects practice standards that are legal, ethical, and safe.
 - Outcome #2:** Students/graduates will communicate effectively with other health care providers and with patients, family members, and caregivers in order to achieve patient outcomes based on the physical therapy plan of care.
 - Outcome #3:** Students/graduates will respect and act with consideration for individual differences, values, and preferences of peers and patients.
3. To ensure students are able to use problem solving and critical thinking skills to respond appropriately to clinical situations they may encounter as a physical therapist assistant.
 - Outcome #1:** Students/graduates will recognize when interventions should be modified or not provided due to changes in the patient's status or due to violations in practice guidelines and report this to the supervising physical therapist.
 - Outcome #2:** Students/graduates will implement risk management strategies during all lab and clinical activities to ensure the safety of themselves and others.

4. To ensure students understand the value of volunteerism, leadership, and continued competence as physical therapist assistants.

Outcome #1: Students/graduates will develop a plan for continuing competence as a PTA.

Outcome #2: Students/graduates will participate in volunteer opportunities for professional and/or community organizations.

Department Goals/Outcomes

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

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

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

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

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

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

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

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

Philosophy

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

Degree Awarded

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

Education Plan

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

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

Interventions

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

Plan of Care

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

Coordination, Communication, and Documentation

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

Professional Competence and Lifelong Learning

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

Physical Therapist Assistant
Associate in Science (AS) Semester Program Outline

Semester 1		Credits
BIO 107	Human Anatomy & Physiology I	3
BIO 108	Human Anatomy & Physiology I Lab	1
MTR 100	Medical Terminology	1
PTA 103	Intro. To Physical Therapy for the Physical Therapist Assistant	2
SSS 101	First Year Experience	1
ENG 101	English Composition I	3
PSY 101	General Psychology	3
		14
Semester 2		
BIO 109	Human Anatomy & Physiology II	3
BIO 110	Human Anatomy & Physiology II Lab	1
MAT 121	Introduction to Statistics	3
HMN 101	Public Speaking	3
Or CSM 105	Customer Service	3
ART 131	Prosthetic Design	3
		13
Semester 3		
PTA 103	Intro. To Physical Therapy for the Physical Therapist Assistant	2 (if not taken semester 1)
PTA 151	Patient Care	2
PTA 152	Patient Care Lab	1
PTA 153	Physical Therapy Procedures	2
PTA 154	Physical Therapy Procedures Lab	1
PTA 155	Principles of Therapeutic Exercise	1
PTA 156	Principles of Therapeutic Exercise Lab	1
PTA 221	Pathophysiology	2
PTA 223	Applied Kinesiology	3
PTA 224	Applied Kinesiology Lab	1
		14/16
Semester 4		
PTA 255	Interventions in Musculoskeletal	3
PTA 256	Interventions in Musculoskeletal Lab	1
PTA 257	Interventions in Neurology	3
PTA 258	Interventions in Neurology Lab	1
PTA 259	Topics in Rehabilitation	3
PTA 260	Topics in Rehabilitation Lab	1
PTA 270	Clinical Experience I (40hrs/3wks)	2
		14
Semester 5		
PTA 280	Clinical Experience II (40hrs/6wks)	5
PTA 290	Clinical Experience III (40hrs/8wks)	6
PTA 295	Professional Seminar	1
		12
Program Totals		67
Minimum Credits to Graduate		67

Course Descriptions

Course No.	Course Title	Credits
PTA 103	Introduction to Physical Therapy for the Physical Therapist Assistant	2
	<p>This course introduces the student to the physical therapy profession. Topics include history of physical therapy, the variety of physical therapy practice settings, an introduction to the Guide to PT Practice, the Code of Ethics and Standards of Ethical Conduct for the PT/PTA, the laws and regulations that oversee the profession, an introduction to principles of teaching and learning as they apply to patient instruction, the PT/PTA relationship, the PTA/patient relationship, cultural competence, patient confidentiality, and Evidence Based Practice (EBP).</p> <p><i>Prerequisites:</i> None</p>	
PTA 151	Patient Care	2
	<p>This course introduces students to the skills necessary to provide basic patient management during physical therapy interventions. Topics include assessing/monitoring vital signs, body mechanics, positioning and draping, bed mobility, transfer techniques, gait training, appropriate selection and use of assistive devices, wheelchair management, and documentation.</p> <p><i>Prerequisites:</i> Completion of all general education requirements.</p>	
PTA 152	Patient Care Lab	1
	<p>This lab course aligns with PTA 151 and focuses on the application and practice of the skills learned in PTA 151 with special attention to technique and safety. The focus is on general patient care skills required of a PTA, including, but not limited to: assessing/monitoring vital signs, body mechanics, positioning and draping, bed mobility, transfer techniques, gait training, appropriate selection and use of assistive devices, wheelchair management.</p> <p><i>Prerequisites:</i> Completion of all general education requirements.</p>	
PTA 153	Physical Therapy Procedures	2
	<p>This course introduces students to the therapeutic use of physical agents. Topics studied and applied include superficial heat, cryotherapy, ultrasound, diathermy, traction, electrical modalities, light therapy, biofeedback, and ultraviolet radiation. Students will be introduced to principles, indications, contraindications, precautions, and application techniques. <i>Prerequisites:</i> Completion of all general education requirements.</p> <p><i>Prerequisites:</i> Completion of all general education requirements.</p>	
PTA 154	Physical Therapy Procedures Lab	1
	<p>This lab course aligns with PTA 153 and focuses on the application of the therapeutic physical agents with special attention to technique and safety. Students will be required to demonstrate competency on the application and judicious use of superficial heat, cryotherapy, ultrasound, diathermy, traction, electrical modalities, biofeedback, light therapy, and ultraviolet radiation.</p> <p><i>Prerequisites:</i> Completion of all general education requirements.</p>	
PTA 155	Principles of Therapeutic Exercise	1
	<p>This course introduces the PTA student to the fundamentals, techniques, and application of therapeutic exercise as it relates to the understanding and implementing the plan of care developed by the physical therapist. Topics include principles of aerobic exercise, stretching, and improving muscle performance for the prevention, treatment, and management of injuries.</p> <p><i>Prerequisites:</i> Completion of all general education requirements.</p>	

- PTA 156 Principles of Therapeutic Exercise Lab 1**
 This lab course aligns with PTA 155 and focuses on the implementation of therapeutic interventions commonly used in physical therapy clinics with special attention to technique and safety. The focus is on therapeutic interventions including but not limited to: strengthening, stretching, aerobic exercise, PNF, NDT, motor learning, and functional activities.
Prerequisites: Completion of all general education requirements.
- PTA 221 Pathophysiology 2**
 This course addresses the processes of inflammation and healing and disease processes relevant for the PTA student and practitioner. Topics include pathologies of the immune system, cardiovascular system, respiratory system, musculoskeletal system, neurological system, integumentary system, digestive system, urinary system, and reproductive system, in addition to topics related to neoplasms, the intensive care unit, and the geriatric patient. Students will discuss the medical and pharmaceutical management of these pathologies and the effect on the provision of physical therapy services.
Prerequisites: Completion of all general education requirements.
- PTA 223 Applied Kinesiology 3**
 This course delivers an in-depth study of the musculoskeletal system and body movement. The study of human movement from the point of view of the physical sciences. Fundamentals of human motion are examined from the anatomical, physiological and biomechanical perspectives with an emphasis on motor skill application.
Prerequisites: Completion of all general education requirements.
- PTA 224 Applied Kinesiology Lab 1**
 This lab course aligns with PTA 223 and focuses on the application of the biomechanical principles and muscle actions of each region to gait and postural analysis, manual muscle testing, and goniometry with attention to safety and technique.
Prerequisites: Completion of all general education requirements.
- PTA 255 Interventions in Musculoskeletal 3**
 This course includes an exploration of pathology, prevention and management of injuries and conditions associated each region of the musculoskeletal system with a focus on the role of the physical therapist assistant in implementing a physical therapy plan of care.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.
- PTA 256 Interventions in Musculoskeletal Lab 1**
 This lab course aligns with PTA 255 and focuses on the integration and practice of previously learned material and new skills/techniques/interventions commonly used to treat pathologies of the musculoskeletal system with a focus on the role of the physical therapist assistant in implementing a physical therapy plan of care.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.
- PTA 257 Interventions in Neurology 3**

This course is an introduction to neuro-rehabilitation for the PTA. Topics include but are not limited to normal movement development across the lifespan, motor control, motor learning, and neuroplasticity, along with an exploration of pathology and management of a variety of neurological disorders including but limited to CVA, spinal cord injury, traumatic brain injury, and degenerative neurological conditions.

Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.

- PTA 258 Interventions in Neurology Lab 1**
This lab course aligns with PTA 257 and focuses on the integration of previously learned material and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders with a focus on the role of the physical therapist assistant in implementing a physical therapy plan of care.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.
- PTA 259 Topics in Rehabilitation 3**
This course will explore different topics in rehabilitation including cardio/pulmonary issues, diabetes, amputations, burns, prosthetics/orthotics, gender specific issues, and vestibular issues. This course will provide the students with the opportunity to incorporate their knowledge of treatment procedures and techniques previously learned to specific populations in rehabilitation.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.
- PTA 260 Topics in Rehabilitation Lab 1**
This lab course aligns with PTA 259 and focuses on the integration of previously learned material and new skills/techniques into the comprehensive rehabilitation of a variety of populations in rehabilitation with a focus on the role of the physical therapist assistant in implementing a physical therapy plan of care.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.
- PTA 295 Professional Seminar 1**
This course will provide students with the tools necessary for professional development after graduation, including but not limited to resume writing and preparation for the NPTE for PTA's.
Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224, PTA 255, PTA 256, PTA 257, PTA 258, PTA 259, PTA 260.
- PTA 270 Clinical Experience I 2**
This is the first of three clinical experiences. It is an integrated full-time clinical experience that will take place during the students' fourth semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During this affiliation, students should become comfortable with basic patient care skills. Students will have the opportunity to gain proficiency in the skills they have learned in prerequisite courses, including functional training, application of physical agents, mechanical modalities, electrotherapeutic modalities, and subsequent data collection. Students will have the opportunity to participate in direct patient care under the direction and direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team assigned by the facility.

Prerequisites: Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224.

Also must be enrolled in PTA 255, PTA 256, PTA 257, PTA 258, PTA 259, and PTA 260.

- PTA 280** **Clinical Experience II** **5**
- This is the second of three clinical experiences that will take place during the first six weeks of the students' fifth semester in the PTA program. The focus is on the application of knowledge, skills and behaviors that the PTA student has learned during their didactic and practical classroom work. During the six weeks, students have the opportunity to participate in direct patient care under the direction and direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team assigned by the facility. At this point, students have completed all didactic coursework and should be able to apply those skills to real patient care. In addition to the basic patient care skills, students should be able to implement and progress treatment plans outlined by a physical therapist in a professional manner.
- Prerequisites:* Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224, PTA 255, PTA 256, PTA 257, PTA 258, PTA 259, PTA 260, & PTA 270.
- PTA 290** **Clinical Experience III** **6**
- This final clinical experience will take place after **PTA 280** in the fifth semester. The focus of this final clinical experience is to prepare the PTA student to function as an entry-level PTA. During the eight weeks, students have the opportunity to participate in direct patient care under the direction and direct supervision of either a licensed physical therapist or a physical therapist and physical therapist assistant team assigned by the facility. Students have completed all didactic coursework and have completed 360 hours of clinical education experience. As in **PTA 270** and **280**, students should be competent at all basic patient care skills, at following a physical therapist's plan of care and at progressing patients as appropriate. They should be independent with documentation and with working under the rules outlined by the APTA, the state, and the specific clinic.
- Prerequisites:* Completion of PTA 103, PTA 151, PTA 152, PTA 153, PTA 154, PTA 155, PTA 156, PTA 221, PTA 223, PTA 224, PTA 255, PTA 256, PTA 257, PTA 258, PTA 259, PTA 260, PTA 270, & PTA 280.
- BIO 107** **Human Anatomy and Physiology I** **3**
- This course is the first semester of a medically-oriented study of the structure and function of the human body. It is designed for students specializing in health-related and science programs. Topics include basic biochemistry; basic genetics; cells; tissues; and the integumentary, skeletal, muscular, endocrine and nervous systems. Successful completion of recent high school biology and chemistry courses is highly recommended.
- BIO 108** **Human Anatomy & Physiology I Lab** **1**
- This lab is designed to enhance and reinforce topics covered in HAP 101 lecture. Topics will include body organization, cell anatomy, histology and tissues organization, the integumentary system, the skeletal system, the muscular system, and the nervous system. In addition to the lab manual, this course will utilize McGraw Hill's Anatomy and Physiology Revealed (APR) which is a computerized system that enables students to explore the human anatomy and physiology through the use of a virtual dissection, histological review, and self-paced quizzing.
- BIO 109** **Human Anatomy and Physiology II** **3**

This course is the second semester of a medically-oriented study of the structure and function of the human body. Topics include digestive, cardiovascular, respiratory, lymphatic, immune, urinary, reproductive systems and the inclusion of anatomical topography and transverse anatomy.
Prerequisite: BIO 107

BIO 110 Human Anatomy & Physiology II Lab 1
This lab is designed to enhance and reinforce topics covered in HAP 102 lecture. Topics will include the blood and circulation, the cardiovascular system, the lymphatic system and immunity, the respiratory system, the urinary system, the reproductive system, the digestive system, and the endocrine system, as well as human development and genetics and metabolic function and nutrition. In addition to the lab manual, this course will utilize McGraw Hill's Anatomy and Physiology Revealed (APR) which is a computerized system that enables students to explore the human anatomy and physiology through the use of a virtual dissection, histological review, and self-paced quizzing.
Prerequisite: BIO 108

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

Required Textbooks

- **PTA 103 Introduction to Physical Therapy for the Physical Therapist Assistant**
Introduction to Physical Therapist Practice for Physical Therapist Assistants, 4rd Edition, Barrett, C.M., Jones and Bartlett Learning, ISBN: 9781284175738
Documentation Basics: A Guide for the Physical Therapist Assistants, 3rd edition, Erickson, M.L & McKnight, R., Slack Incorporated, ISBN – 978-1-63091-402-8
- **PTA 151 Patient Care/ PTA 152 Patient Care Lab**
Pierson and Fairchild's Principles & Techniques of Patient Care, 7th Edition; Sheryl L. Fairchild & Roberta O'Shea ISBN:9780323720885; Publisher: Elsevier
Physical Therapy Student Kit
- **PTA 153 Physical Therapy Procedures PTA 154 Physical Therapy Procedures Lab**
Biophysical Agents, 4th Edition; Behrens, Barbara J., F.A. Davis, ISBN: 9780803676671
- **PTA 155 Principles of Therapeutic Exercise/ PTA 156 Principles of Therapeutic Exercise Lab**
Therapeutic Exercise: Foundations and Techniques, 8th Edition, Kisner, C, Borstad, J., Colby, L., FA Davis ISBN: 9781719640473
Principles of Therapeutic Exercise for the PTA, Klaczak Kopack, J., Cascardi, K., Slack Incorporated, ISBN: 9781630913533
- **PTA 221 Pathophysiology**
Pathology for the Physical Therapist Assistant, 3rd Edition, Marshall, C, Elsevier, ISBN: 9780443115103
Recommended: Recognizing and Reporting Red Flags for the Physical Therapist Assistant, Goodman, C.C. & Marshall, C., Elsevier. ISBN: 978-1-4557-4538-8.
Optional: Taber's Cyclopedic Medical Dictionary, 22nd edition, F.A. Davis, ISBN: 978-0-8036-2977-6
- **PTA 223 Applied Kinesiology**
Essentials of Kinesiology for the Physical Therapist Assistant, 4th edition, Mansfield, P.J, and Neumann, D.A, Elsevier, ISBN: 9780323544986
Trail Guide to the Body – Student Workbook, 6th edition, Biel, J, Books of Discovery, ISBN: 978-0-9914666-7-2
- **PTA 224 Applied Kinesiology Lab**
Trail Guide to the Body, 6th edition, Biel, J, Books of Discovery, ISBN: 978-0-9987850-6-6
- **PTA 255 Interventions in Musculoskeletal**
Therapeutic Exercise: Foundations and Techniques, 8th Edition, Kisner, C, Borstad, J., Colby, L., FA Davis ISBN: 9781719640473
- **PTA 256 Interventions in Musculoskeletal Lab**
Therapeutic Exercise: Foundations and Techniques, 8th Edition, Kisner, C, Borstad, J., Colby, L., FA Davis ISBN: 9781719640473
Clinical Decision Making for the Physical Therapist Assistant Across the Continuum of Care, Graves, R.A., F.A. Davis Company, ISBN: 978-0-8036-2591-4
Improving Functional Outcomes in Physical Rehabilitation, 3rd Edition, Bezkor, EW., O'Sullivan, SB., Schmitz, TJ., F.A. Davis, ISBN: 9781719640909
- **PTA 257 Interventions in Neurology**
Physical Rehabilitation, 7th edition, O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. F.A. Davis, ISBN: 978-0-8036-6162-2
Neurologic Interventions for Physical Therapy, 4th edition, Martin, S., Kessler, M. Elsevier, ISBN: 978-0-323-66175-1
Functional Movement Development Across the Lifespan, 3rd edition, Cech, DJ, Martin, ST, Elsevier ISBN: 978-1-4160-4978-4
- **PTA 258 Interventions in Neurology Lab**
Clinical Decision Making for the Physical Therapist Assistant Across the Continuum of Care, Graves, R.A. F.A. Davis Company, ISBN: 978-0-8036-2591-4
Improving Functional Outcomes in Physical Rehabilitation, 3rd Edition, Bezkor, EW., O'Sullivan, SB., Schmitz, TJ., F.A. Davis, ISBN: 9781719640909
- **PTA 259 Topics in Rehabilitation**
Physical Rehabilitation, 7th edition, O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. F.A. Davis, ISBN: 978-0-8036-6162-2
Recognizing and Reporting Red Flags for the Physical Therapist Assistant, Goodman, C.C. & Marshall, C. , Elsevier. ISBN: 978-1-4557-4538-8.

- **PTA 260 Topics in Rehabilitation Lab**

Clinical Decision Making for the Physical Therapist Assistant Across the Continuum of Care, Graves, R.A. F.A. Davis Company, ISBN: 978-0-8036-2591-4

Improving Functional Outcomes in Physical Rehabilitation, 3rd Edition, Bezkor, EW., O’Sullivan, SB., Schmitz, TJ., F.A. Davis, ISBN: 9781719640909

- **PTA 295 Professional Seminar**

PTA Exam The Complete Study Guide, Giles, SM, Scorebuilders, ISBN: 978-1-890989-41-5

PTA Content Master Flash Cards, Scorebuilders, Giles, SM, ISBN: 978-1-890989-43-9

- **PTA 270, 280, and 290 Clinical Education I, II, & III**

Physical Therapy Clinical Handbook for PTAs, 3rd edition, Dreeben-Irimia, Jones and Bartlett Learning, ISBN: 9781284105568

Improving Functional Outcomes in Physical Rehabilitation, 3rd Edition, Bezkor, EW., O’Sullivan, SB., Schmitz, TJ., F.A. Davis, ISBN: 9781719640909

Grading Scale

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

Instructional Methods

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

- Lecture
- Classroom Discussion
- Reading Assignments
- Written Assignments
- Student Presentations
- Case Studies
- Videos
- Role Play

- Faculty Demonstrations
- Small Group Activities
- Hands on Lab Work
- Augmentative Desire 2 Learn Activities
- Guest Lecturers
- Off-site Facility Visits
- Special Patient Population Demonstrations

IV

PTA Academic

Policies and Procedures

Homework

Assignments are an integral part of the active learning process and are designed to help students master course content. Students are expected to complete assignments by the date provided by the instructor. **Late assignments will receive a zero. In addition, failure to complete more than one assignment by the end of the semester will result in a half grade deduction from the student's final grade.**

Attendance

While each college develops its own methods for tracking class attendance and for defining conditions for excused absences, Johnson College adheres to federal regulations that require verification of class attendance for all students receiving federal financial aid. These regulations dictate that a student **MUST** attend the classes for which he/she is awarded financial aid. Financial aid may be reduced or cancelled based on student attendance information.

Federal regulations require institutions to report attendance information for students who have stopped attending class or those who never attended. Students will be notified via their Johnson College email account. A student who is reported to have never attended will be assigned a grade of (N/A). A student who is reported to have stopped attending will be assigned a grade of (SA) for that class. The registrar will be notified by faculty through the student portal.

Students are responsible for understanding and adhering to the following attendance policy:

- Students are required to be present for scheduled instruction whether in a face-to-face or in a virtual environment.
- A distance education student will be considered in attendance if the student submitted at least one graded activity per week (for example, quizzes, discussions, or dropbox assignments).
- Students are required to participate in-class and online classes.

Any student missing the equivalent of two weeks of class will be automatically dropped from the course.

class meets	3 X a week	2X a week	once a week	DE
absences allowed	6	4	2	2 weeks

Students who are dropped from the class must repeat the class in a subsequent semester in order to meet degree requirements. If a student fails either a lecture or lab, they must retake both courses.

Students with extenuating circumstances should contact their instructor immediately to discuss their individual situation. Possible excused absences include but may not be limited to:

- military,
- bereavement,
- extended illness,
- participation in school function,
- jury duty,
- Self-quarantine (COVID 19)

In response to COVID 19

Johnson College takes the health and safety of its students, staff, and faculty seriously. The College will follow all local, state, and federal guidelines set forth. Students that believe they are ill due to COVID 19 symptoms are to stay home or self-isolate. If possible, the student is to continue their online coursework, while the lab work will be completed once the home isolation discontinues. Students under no circumstance will receive punitive measures for self-quarantining. This policy addendum includes caring for a family member with COVID 19.

Please see the CDC guidelines if you are sick: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

In response to Weather

Online classes will **not** be cancelled due to inclement weather. All online coursework will retain their deadlines regardless of weather conditions. If a technological emergency results in the Desire2Learn server being down, students will be notified through an announcement on the College's website (www.johnson.edu), WYOU-TV, WNEP-TV, and local radio stations. Information may also be obtained by calling Johnson College at (570) 342-6404 and following the prompts. Students may place an Emergency Notification form on file to receive automatic text messages and emails. Please note, Desire2Learn is not housed on the Johnson College campus; emergencies on campus will have little to no effect on distance education courses.

Laboratory Equipment and Facilities Use

Independent study is encouraged and use of the laboratory facilities and equipment is essential for this.

- Students should practice in the company of at least one other PTA student, to ensure safety.
- Students may only use equipment on which they have been previously trained and have an understanding of indications and contraindications.
- A PTA faculty member must be present when electrical equipment is actively used.
- Each student is responsible for the equipment he/she is using.
- No shoes are allowed on treatment tables or floor mats.
- Any damage should be reported immediately to an instructor.
- Upon completion, each student is expected to clean the equipment and treatment area.
- All equipment must be returned to where it belongs.
- Adhere to all safety rules that have been stated during regular class time.
- Arrangements should be made in advance with an instructor if additional instruction time is required.
- No unauthorized visitors are allowed in the PTA lab during class or practice time, in order to ensure students' privacy.
- Arrangements can be made for use of lab space outside normal hours with approval from PD

Safety Policy

All necessary equipment will be inspected annually to ensure it is in safe working order and it is correctly calibrated and maintained.

In order to maintain a safe environment for all students, faculty, volunteers, and patients, students will observe the following guidelines:

- Follow proper hand washing techniques before and after handling equipment, supplies, and patients
- Follow universal blood and body fluid precautions during all patient interactions.
- In the event of spills of blood or other body fluids, gloves should be worn during cleaning/decontaminating and contain waste for proper disposal.
- Ask for assistance if unable to perform an intervention or procedure safely
- Use proper body mechanics and guarding techniques while working with patients
- Know and follow the institution's emergency procedures
- Adhere to the PTA program's Electrical Safety Policy (see below)
- Follow established precautions and contraindications
- Follow manufacturer's instructions for safe use of equipment
- Recognize safety hazards in the environment and take steps to prevent injury.

Failure to follow proper safety standards in the classroom, laboratory, or clinical setting will result in the student being removed from the environment until adequate remediation is completed. Failure to successfully remediate can result in dismissal from the program.

Electrical Safety Policy

The Physical Therapy Assistant Program, in its ongoing efforts to provide for a safe and healthy environment, has developed the following electrical safety practices for its employees and students. The guidelines set forth are intended to reduce the potential of both direct electrical hazards (electric shock injury) and indirect electrical hazards (heat, fire or explosion) causing harm to building or occupants.

A. General

1. All electrical tools and physical therapy/patient care equipment shall be **USED IN ACCORDANCE WITH MANUFACTURER'S RECOMMENDATIONS. IT IS THE RESPONSIBILITY OF THE USER TO READ EQUIPMENT USER'S MANUALS, INCLUDING ALL SAFETY INSTRUCTIONS AND FOLLOW DIRECTIONS.**

2. Inspect all electrical tools and equipment periodically for defective or damaged wiring (frayed cords, cut wires, broken or defective plugs and/or switches) and report damaged equipment to your supervisor/instructor. Power cords or plugs that get warm during use should be reported.

3. Do not use defective or damaged electrical tools and equipment; Tag the equipment with the date and message "DO NOT USE" so that others do not attempt to use, and either facilitate repair or discard.

4. Under no circumstances should electrical (or other) safety features or interlock mechanisms be bypassed or removed.

5. Never remove a plug from a receptacle by pulling on the electrical cord, but rather physically grasp the plug to remove it.

6. All electrical enclosures (switches, receptacles, junction boxes, etc...) shall be fitted with covers or plates.

7. Ensure that all individuals have received training appropriate for operation of electrical tools/equipment.

8. Above all, report any perceived unsafe conditions involving electricity or electrical equipment or service by placing a Task Request via Outlook with Facilities Management.

B. Extension Cords

1. Never use extension cords as a substitute for permanent wiring needs (greater than ninety days) or run extension cords above ceilings or through walls. Additional receptacles/outlets can be installed by placing a Task Request via Outlook with Facilities Management.

2. Multiple Power Outlets ("power strips") used commonly for computer and related equipment usage shall be plugged directly into a grounded wall receptacle. Never plug a power strip into another power strip or extension cord.

3. Do not use extension cords to energize appliances (refrigerators, freezers, microwave ovens, etc...); they must be plugged directly into a grounded wall receptacle.

4. Where extension cord use is permitted, cords shall be arranged in such a manner so as not to create a potential trip hazard, be rated at least fourteen gauge (14 ga) and heavy duty. Never allow sharp objects to come into contact with extension cords.

C. Grounding

1. Use only electrical tools and equipment in the laboratory areas that are grounded (three-prong plug), unless they are labeled as double insulated as indicated by the universal symbol of a square within a square.

2. Electrical adaptors ("cheater" plugs) allowing a three-prong grounded plug to be inserted into an ungrounded receptacle/outlet **ARE PROHIBITED.**

3. Electrical receptacle/outlets within 6 ft. of a source of water are protected by a ground fault circuit interrupter (GFCI) device.

4. Areas surrounding or leading to control switches, circuit breakers and other electrical panels shall be kept free and clear of any obstruction for a minimum of three feet (36 inches).

D. Equipment Inspection

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

Faculty Responsibility to Students

The faculty of the PTA Program at Johnson College is expected to present themselves as professional role models and to provide students with a quality education in physical therapy.

Faculty is expected to:

- Be punctual for class and be respectful of students' time by conducting class for the scheduled periods of time.
- Provide students with advance notice if a class needs to be cancelled or rescheduled.
- Prepare lectures and discussion material that is pertinent to the particular topic and present well-organized lab demonstrations as necessary.
- Post grades for exams and assignments within 1 week of completion.
- Remain in the classroom or lab at all times during the scheduled lecture or lab session, except in the case of an obvious emergency.
- Present students with a detailed syllabus for each class including office hours, course objectives, assignments, course outline, required textbooks and other resources, and grading policy.
- Treat each student fairly and impartially.
- Provide students with the support and challenges necessary to meet course objectives and students' needs.
- Honor office hours and open lab hours.
- Adhere to policies and procedures of Johnson College and the PTA program, specifically.
- Meet individually with students as necessary to discuss any conflicts, issues, or concerns that may arise.
- Remain current with APTA policies and current trends in physical therapy practice, in order to provide students with accurate theories in evidence-based practice.
- Adhere to the Johnson College Core Values, CAPTE guidelines, the APTA Physical Therapy Code of Ethics and the APTA Standards of Ethical Conduct for the PTA.

Student Competency Policy

Students are evaluated in didactic course work on the basis of written examinations, quizzes, written assignments, presentations, skills competence, and practical examination of skills. In order to ensure competence in skills required of an entry-level PTA, as outlined by Commission on Accreditation of Physical Therapy Education and to promote the success of our students on the National Physical Therapy Examination for Physical Therapist Assistants, students must pass Written Examinations, Skills Checklists and Laboratory Practical Exams for the laboratory portion of each PTA course. In addition, students must demonstrate appropriate professional behavior during class, lab and clinical experiences. See Written Exam Policy, Skills Checklist Policy, Laboratory Practical Exam Policy, and Professional Behavior Policy.

Students' performances in clinical educational experiences are evaluated on the basis of the APTA Clinical Performance Instrument (CPI).

Written Exam Policy

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

- Students must maintain a 76% written exam average in each PTA course.

- Students who score below 80% on a written exam will be signed up for mandatory tutoring.
- Students who score less than a 76% on any PTA exam must meet with the instructor and the program director to develop an Action Plan.
- Students who score less than a 76% on more than 1 exam in a course **WILL BE REQUIRED TO WITHDRAW FROM THE COURSE AND WILL NOT BE ALLOWED TO PROGRESS IN THE PROGRAM.**
 - If the preceding occurs after the JC withdrawal date, the student can remain in the class, but will not complete any future exams and they will receive an “F” (59%) in the course.

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

Skills Checklist Policy

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

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

- Students will receive a Skills Checklist Booklet at the start of their program specific courses. This booklet contains a comprehensive list of the skills that students must demonstrate competency in for each course. This booklet also contains the criteria for competency requirements of each skill.
- Skills Checklists are used as a formative assessment in each laboratory course.
- Students **MUST** demonstrate competency in each skill, which includes adherence to critical safety/performance elements, as determined by the lab instructor.
- Scheduled times outside of regular class time will be made available for students to demonstrate competency of each skill, if necessary.
- It is the student's responsibility to make sure they have completed all skills on the checklist prior to terminal practical examination for each course.
- Students **MUST** successfully complete each Skills Checklist for laboratory courses in order to pass the course, and progress through the program.
- Students will have the opportunity to practice the skills during lab time and are encouraged to spend extra time on skills as necessary.
- Performance of each skill will be graded on a pass/fail basis:
 - In order to be deemed competent and pass, a student must receive a P for each skill and for the critical safety elements required of each.
 - Students will have a maximum of 3 attempts to demonstrate competency. Scoring as follows:
 - First attempt passed: 100%
 - Second attempt passed: 88%
 - Third attempt passed: 76%
 - A student will be remediated after each unsuccessful attempt and an action plan will be written.
 - A student who does not demonstrate competency on any skill after 3 attempts, **WILL BE REQUIRED TO WITHDRAW FROM THE COURSE AND WILL NOT BE ALLOWED TO PROGRESS IN THE PROGRAM.**
 - If the preceding occurs after the JC withdrawal date, the student can remain in the class, but will not complete any future skills nor will they participate in the practical exam, and **they will receive an “F” (59%) in the course.**

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

Critical Safety/Performance Elements

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

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

Laboratory Practical Exam Policy

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

- Students must demonstrate competency in all skills (See Skills Checklist Policy) that may be included in the practical exam prior to taking the practical exam
- Students must pass all lab practical exams with a grade of at least C+ (76%) or better, in order to pass the course and progress through the program.
- Students can retake a course practical exam one time.
- Highest possible grade on a retake is the minimum passing grade of 76%.
- Two faculty members will be present for a practical exam retake.
- **THOSE WHO FAIL A SECOND TIME WILL BE REQUIRED TO WITHDRAW FROM THE COURSE AND WILL NOT BE ALLOWED TO PROGRESS IN THE PROGRAM.**
 - If the preceding occurs after the JC withdrawal date, the student can remain in the class, but will not participate in any future practical exams, and they will receive an “F” (59%) in the course.

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

Practical Exam Instructions

- Clinician
 - Follow dress code outlined in Clinical Handbook
 - Clinician will have **15 minutes to review the case.**
 - No resources can be used during preparation (not textbooks, phones, flashcards etc.)
 - Notes can be written on blank sheet of paper included in folder
 - Clinician and patient **will not** be able to speak during this time
 - Treatment session **MUST** conclude in the time specified on course syllabus.
 - Clinician is responsible for cleaning up treatment area prior to leaving room
 - Clinician will have 15 minutes to complete documentation to be handed in to the staff member at the desk of the administrative office.
 - Students will receive a grade for the practical exam based on their role as the clinician.
 - **POINTS WILL BE DEDUCTED FROM YOUR FINAL PRACTICAL GRADE FOR INAPPROPRIATE BEHAVIOR AS A PATIENT**
 - Failure to report for your patient role will result in an automatic failure of your practical exam.
 - 1 point will be deducted for every minute that you are late for each role.
- Patient (if required to participate in this role)
 - Attire should include: T-shirt, sweatpants or shorts, athletic shoes
 - Arrive 15 minutes prior to your scheduled time and report to the staff member at the desk of the administrative office of the Health Science Technology Center to receive your case.
 - Complete patient survey and submit all documents to staff member at desk.
 - The patient should then leave the building,
 - **NO points are awarded for the patient role.** However, patients are expected not to assist the clinician with decision making skills, not to give any hints, to stick to the patient scenario, and to follow directions.

Professional Behavior Policy

In order to ensure that students (and graduates) of the Johnson College Physical Therapist Assistant program conduct themselves in an appropriate manner in the classroom and the clinic, professional behaviors will be assessed each semester during the program using the *Johnson College PTA Professional Behavior Assessment*. Guidance will be provided to students on ways to improve and maintain conduct that is in accordance with the Johnson College Code of Ethics and the APTA Standards of Ethical Conduct for the Physical Therapist Assistant.

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

Reprimand Policy

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

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

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

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

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

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

Academic Progression (within PTA Program)

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

- In order to start the technical phase of the program (3rd semester), students must meet the following requirements:
 - Students must have a 2.67 minimum GPA in general education courses
 - The student **MUST PASS** MTR 100, BIO 107, BIO 108, BIO 109, and BIO 110 with a grade of at least a B- (80%) or higher
- The student **MUST PASS** each Physical Therapist Assistant didactic course with a grade of at least a C+ (76) or higher.
- In order to successfully pass each PTA course and progress through the program, students must:
 - receive a 76% or higher in each PTA course
 - meet requirements indicated in Written Exam Policy, Skills Checklist Policy, Practical Exam Policy, and Professional Behavior Policy
- The student **MUST PASS** each of the three clinical education courses (PTA 270, PTA 280, and PTA 290).
- The student **MUST** maintain a GPA each semester and cumulative of 2.33 or higher for all PTA courses.

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

Guidelines for Academic Probation

Students in the PTA program are considered to be on probation if they have violated any of the requirements outlined in the Competency Policies for Written Exams, Skills Checklists, Practical Examinations, or Professional Behaviors. Details about each can be found above.

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

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

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

Graduation Requirements

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

- Students **MUST PASS** all Physical Therapist Assistant courses with a grade of a C+ (76%) or higher.
- Students **MUST PASS** all Clinical Education Experiences.
- Students **MUST** meet all requirements as indicated for *the Written Exam Policy, the Skills Checklist Policy, the Practical Exam Policy, and the Professional Behavior Policy*
- Students **MUST** complete 67 credits.
- Students **MUST** meet all financial responsibilities.
- Students **MUST** have a minimum cumulative grade point average of 2.33.

Readmission

Readmission to the Physical Therapist Assistant Program will be evaluated on an individual basis.

- Students who had to withdraw from the PTA Program for failure to maintain academic requirements and are seeking readmission to the program are required to follow the guidelines for academic probation (see above) and should follow the enrollment process outlined in the Johnson College Course Catalog and on the Johnson College Website.
 - Please note that readmission is not guaranteed
- Students who had to withdraw from the PTA Program for medical or non-academic reasons must follow the Johnson College Readmission/Re-enrollment Policy which can be found in the Johnson College Course Catalog pending on when the student actually returns.
 - In addition:
 - Students must submit a letter requesting readmission to the Program Director describing reasons for leaving the program, desire for re-entering the program, and semester of program anticipated to begin.
 - Interview with departmental officials to discuss expectations and responsibilities if readmission is granted.
 - The student will be expected to demonstrate competency in all skills previously learned which will include repeating coursework and additional expenses.

Withdrawal

Refer to the Johnson College Student Handbook and/or Course Catalog for policy.

- A student who needs to withdraw for academic reasons must follow the procedure described in the Johnson College Handbook
- A student who withdraws from the PTA program may wish to continue at Johnson College and select another major.

Informed Consent

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

As a student in the physical therapist assistant program, one may be asked to participate in the making of audiovisual materials (slides, prints, video tapes, etc.) that will be used for entry-level basic education and continuing education of physical therapist assistants.

Students are asked to sign an **Audiovisual Release** and an **Informed Consent Form** in order to fully participate in the PTA Program.

Confidentiality

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

Specifics of this policy include:

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

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

Harassment

The PTA program adheres to the Harassment Policy of Johnson College. Please refer to the Johnson College Course Catalog and Student Handbook. **Title IX** - <https://johnson.edu/title-ix/>

Complaints/Grievance Procedures

An informal complaint or suggestion may be informally made by filing the PTA Program Complaint/Suggestion Form which can be obtained at the front desk of the PTA Faculty Office located in Health Science Technology Center or online. The form can be turned in at the front desk or submitted online for consideration. For online correspondences go to <http://www.johnson.edu/prospective-students/programs-of-study/health-services/physical-therapist-assistant/>. In order to receive a response, the complainant must provide contact information. This information will only be shared with the parties necessary to resolve the issue. All correspondences will be reviewed by the PTA Program Director and the Chief Academic Officer.

Johnson College Appeal of Academic Decisions/Due Process

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

Drug and Alcohol Abuse

The PTA program adheres to the Drug and Alcohol Abuse Policy of Johnson College. Please refer to the Johnson College Student Information Handbook.

Communicable Illness

PTA students participating in clinical education experiences may be exposed to a variety of communicable diseases. It is important to protect themselves and the public from spreading these illnesses. In accordance with

the Centers for Disease Control and Prevention (CDC), PTA students must follow standard and transmission-based precautions set to protect themselves and patients from communicable diseases by abiding by the following practices. Students are instructed in these practices in PTA 151 and PTA 152.

- Hand hygiene
- Cough etiquette
- Use of appropriate personal protective equipment based on transmission-based precautions
- Ensuring proper disposal of contaminated /soiled material

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

Hazardous Material

PTA Program students who are exposed to hazardous materials while engaged in a PTA Program activity including clinical education, must seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, baseline and follow up laboratory values, as necessary. Student are also expected to follow their clinical site OSHA guidelines for storing and handling potential hazardous materials.

Student Email and Communication

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

Instructors will e-mail students via their Johnson College email accounts, ONLY.

Student Focus Group

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

Requirements for participation include:

- Participation in at least one Community Service Project
- Complete Program specific survey after PTA 270 and PTA 290
- Participate in other program quality improvement activities

Suggestions for participation include:

- Attend at least one campus event
- Attend at least one Northeast District PPTA meeting each year
- Attend one campus Job Fair in the Fall and Spring

Professional Membership

All students in the Physical Therapy Assistant Program are required to be active members in the American Physical Therapy Association (APTA) and the Pennsylvania Physical Therapy Association (PPTA). Upon acceptance into the PTA Program and before the start of the PTA specific courses, students are required to

purchase membership into the APTA and the PPTA, through www.APTA.org. Students are encouraged to attend local chapter meetings or national meetings as able.

Student Record Security and Availability (Buckley Amendment)

The PTA program adheres to the Student Record and Record Maintenance Policy of Johnson College. Please refer to the Johnson College Student Handbook. Confidential information from the student educational records shall not be disclosed to any individual or agency outside of the program without written consent from the student. The exceptions to this being a lawful court order, subpoena, or request of a site visitor representing the program's accreditation agency, Commission on Accreditation of Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314-1488 or the College's accrediting body, the Accrediting Commission of Career Schools and Colleges (ACCSC).

Off-Site Facility Visits

An off-site facility visit may be a required educational experience for some classes. Students are required to complete an Off-site Facility Release Sheet. If a student is unable to attend the field trip, they will need to make individual arrangements with the instructor to develop a make-up plan. Visits will be noted in the course outline and will begin and end at the facility. Students are responsible for their own transportation, and must be professionally dressed.

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

V

Academic Forms



Johnson College
Physical Therapist Assistant Program
PTA Handbook Information Signature Sheet

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

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

- Meet the requirements that are indicated in the Written Exam Policy, the Skills Checklist Policy, the Practical Exam Policy, and the Professional Behavior Policy.

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

Student's Signature

Date

Program Director's Signature

Date



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

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

Print Student's Name

Student's Signature

Date



Johnson College
Physical Therapist Assistant Program
Student Informed Consent

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

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

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

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

Student’s Name Printed

Student’s Signature

Date



Johnson College
Physical Therapist Assistant Program
Student Information/Emergency Contact Release Form

Date: _____ DOB: _____

Student Name: _____ Student ID # _____

Current Address: _____ Home Phone: _____

_____ Cell Phone: _____

_____ School Email: _____

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

Student Signature

Academic Clinical Coordinator

In case of Emergency Contact:

Name: _____ Name: _____

Relationship: _____ Relationship _____

Telephone #: _____ Telephone#: _____



Johnson College
Physical Therapist Assistant Program
Audiovisual Release

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

Student's Signature

Date

Witness Signature

Date



Permission for Letter of Reference

I, _____, authorize the following instructor,
(Print Student Name)

_____, to include the authorized information outlined below in
(Print Instructor's Name)

a Letter of Reference. I understand that this information is not considered directory information and requires my signature for release. I also understand that I may withdraw or change this form at any time.

Student Signature

Date

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

- GPA: Yes_____ No_____
- Attendance: Yes _____ No_____
- Classroom performance: Yes _____ No_____
- Lab performance: Yes _____ No_____
- # of classes taken with instructor: Yes _____ No_____
- Interpersonal skills: Yes _____ No_____
- Other (specify – if none, write none):



Off-Site Facility Release Sheet

I, _____, understand that as a student in the PTA Program at Johnson College, I may have to travel to local clinics or universities for demonstration and/or instruction. I understand that it is my responsibility to provide my own transportation and assume liability for any incident that may occur to and from the site.

Student Signature

Date

PTA Program Director Signature

Date



PTA Program Professional Behavior Action Plan

Student: _____ Date: _____

Deficient Behavior
Desired Behavioral Outcome
Strategies to Improve Behavior/Timeframe

Student Signature Faculty Signature

Date of Review: _____

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

Student Signature Faculty Signature

IV

PTA Clinical

Policies and Procedures

Process for Review of Clinical Contracts

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

New Contracts:

- A. Facilities Using the Program's Institutionally Approved Contract
 - a. Contracts will be signed by the Chief Academic Officer.
 - b. The ACCE will deliver contracts to the facility for review. Once signed by the facility's administrator, one copy will be kept by the facility and the other returned to the ACCE to be kept on file by the Program

- B. Facilities Using Their Own Contract
 - a. Contract must be reviewed and approved by the Chief Academic Officer
 - b. Once approved, the Chief Academic Officer will sign two copies of the contract and return it to the facility for final approval and signature.
 - c. One signed copy will be kept by the facility and one will be kept on file by the Program

Review of Existing Contracts:

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

- B. Contracts will be renewed as per specific facility contract terms, at which time, the procedure for new contracts will be followed.

Process for Request of Clinical Sites

- The ACCE will send out an annual request for the following clinical year on March 1st of each year.
- Based on responses, the ACCE will gather the information and create a list of clinical sites available for each clinical placement.
- The ACCE will review the list created to ensure there are enough experiences available for each placement.
- To ensure that clinical education sites offer experiences consistent with the goals of the curriculum's clinical education portion and the objectives of individual clinical education courses, the ACCE will ensure that the

facility's SCCE and CI are familiar with the Program's Policies and Procedures and curriculum. Additionally, ample opportunity for open discussion will be provided with the SCCE and CI to ensure that students have access to the best possible clinical education experience.

- Clinical Instructors will be required to read and sign the **Clinical Instructor Guidelines Form**, which indicates that they understand their role and responsibilities.
- Only facilities that can ensure that Clinical Instructors will provide Johnson College students with direction and direct supervision will be utilized for clinical education experiences.

Assignment of Clinical Sites

Clinical site assignments will be made by the ACCE. Assignments will be based on a combination of factors including student preferences, program requirements, availability of clinical sites, and educational objectives. Students may provide preferences for clinical sites based on geographical location, type of facility, patient population, or other relevant factors. Efforts will be made to accommodate student preferences whenever possible, but final assignments are subject to program needs and availability. The program is committed to providing diverse clinical experiences to enhance students' learning and cultural competence. Efforts will be made to ensure that students have exposure to a variety of clinical settings. Students will be provided with clear instructions and timelines for submitting preferences for clinical site assignments. The ACCE will communicate assignments to students in a timely manner and provide opportunities for students to seek clarification or discuss concerns. Feedback from students regarding their clinical experiences will be collected and used to inform future site assignments and program improvements. Students who have concerns or grievances regarding their clinical site assignments may request a review of their assignment through an established appeals process. The appeals process will involve a review by the ACCE and/or Program Director to determine if adjustments to the assignment are warranted. Confidentiality of student information, including preferences and feedback, will be maintained throughout the assignment process.

Out-of-State clinical opportunities are accessible upon request, with an appropriate timeframe allocated for implementing contracts. The student will be responsible for providing ACCE with a list of clinics in the area of their choosing.

*SARA agreement active for Johnson College

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

Student Requirements to Participate in Clinical Education

The patient is the focus of all health-related professions, and healthcare providers must demonstrate competency and safety during all patient interactions. Prior to participating in clinical education experiences, students must have met all requirements for Academic Progression as indicated in the *Written Exam Policy*, the *Skills Checklist Policy*, the *Practical Exam Policy*, and the *Professional Behavior Policy*. Refer to *Required Documentation to Attend a Clinical Site* for further details.

Current Clinical Contracts

Access Physical Therapy and Wellness
Aegis- Golden Living
Allied Services Rehab Hospital
Allied Services Skilled Nursing
Allied Services TRU
Athens Rehabilitation Center- Athens, NY
Ballinger Memorial Hospital- Texas
Barnes Kasson Hospital
Benchmark - Gino Merli Veterans Center
Body Dynamic Physical Therapy
Cawley Physical Therapy
Comprehensive Physical Therapy
Coordinated Health Systems
Dunmore Healthcare-Saber
Elite Spine and Sports
Elmtree Physical Therapy & Wellness
EPIC physical Therapy – Raleigh, NC
Functional Pathways
Geisinger
Geisinger – Encompass
Genesis Rehabilitation Services
Good Shepherd Rehabilitation Network
Green Ridge Care Center-Saber
Guardian Rehabilitation
Guthrie Healthcare System - Robert Packer Hospital
Hampton House -Manor Care
Health Pro-Heritage Health
Impact Physio
John Heinz Rehabilitation
Julia Ribaud Extended Care Facility - saber
Lehigh Valley Health Network
LHM Rehab – Hershey, PA
Manor Care Health Services
Maximum Solutions Physical Therapy
Mid Valley Manor-Saber
Middlesex Orthopedic Physical Therapy
Modern Therapeutics Physical Therapy
Mountain View Care Center
Mountain Valley Orthopedics
Murray Physical Therapy
Northeast Rehabilitation - TLC
Nova Care Rehabilitation/ Select Medical
Phoenix Rehabilitation / Select Medical
Physical Therapy Associates of NEPA
Pivot Physical Therapy / Athletico
Pocono Medical Center / LehighValley
Pro-Rehabilitation
Regional Hospital of Scranton
Riverside Rehabilitation and Nursing Center
Riverside Rehabilitation Outpatient
Riverstreet Manor
Select Rehab LLC – Nanticoke, PA
Specialty Physical Therapy
Spring Lake Rehabilitation- Florida
St. Joseph’s Center
St. Luke's University Health Network – inpatient
hospitals and outpatient clinics
Viewmont Physical Therapy - Geisinger Viewmont
Wayne Memorial Rehabilitation
West Texas Rehabilitation Center – San Angelo, Tx
Wesley Village – United Methodist

Requirements for Clinical Instructors

The clinical instructor is a physical therapist or physical therapist assistant who is licensed in Pennsylvania who acts as the instructor for the PTA students in the clinic and must meet the following requirements:
Johnson College's PTA program has implemented the following guidelines for each Clinical Instructor.

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

Required Documentation to Attend a Clinical Site

The following paperwork is required in completion at least 6 weeks prior to the start of the semester when the students participate in each clinical experience. A copy of all documentation should be uploaded to Castlebranch.com. Clinical facilities will have access to this website to verify student's required documents. Some facilities may require additional documentation and tests, which must be completed prior to attending that site.

- Student Information Sheet
- Student Health Form
- Yearly two-step PPD (Tuberculosis) screening is required. Chest x-ray is required for a positive test. *
- As per the Center for Disease Control Vaccination Recommendations** for healthcare personnel, it is recommended that students receive the following vaccines:
 - MMR: For healthcare personnel (HCP) born in 1957 or later without serologic evidence of immunity or prior vaccination, give 2 doses of MMR, 4 weeks apart.
 - Chicken Pox (Varicella): For HCP who have no serologic proof of immunity, prior vaccination, or history of varicella disease, give 2 doses of varicella vaccine, 4 weeks apart. history of the disease, proof of the vaccine or laboratory evidence of immunity.
 - Hepatitis B : 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). Give IM. Obtain anti-HBs serologic testing 1–2 months after dose #3.
 - Influenza: 1 dose of influenza vaccine annually. Give inactivated injectable influenza vaccine intramuscularly or live attenuated influenza vaccine (LAIV) intranasally.
 - Tetanus, Diphtheria, Pertussis: Give a one-time dose of Tdap as soon as feasible to all HCP who have not received Tdap previously. Give Td boosters every 10 years thereafter.
 - Meningococcal: Give 1 dose to microbiologists who are routinely exposed to isolates of *N. meningitis*.
 - COVID***: fully vaccinated or declination waiver and supporting documentation.
- Criminal Background Check, Child Abuse Clearance, Finger Printing, and Drug Testing - Required Annually*. Successful completion of the PTA Program requires participation in clinical experiences. If a record exists, clinical sites can refuse to accept the student for placement, and the inability to complete the clinical education requirements will prevent the student from graduating. In addition, the existence of a record could prevent state licensure and future employment depending on the severity of the record.
- Proof of Health Insurance
- CPR (Cardiopulmonary resuscitation) certification from an accredited provider is required. Only the following two courses are acceptable:
 - American Heart Association Health Care Provider
 - American Red Cross Professional Rescuer
- Drug/Alcohol Screening - Some clinical facilities with which we have contracts engage in random alcohol and drug screening of their employees and students.

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

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

***Clinical placement cannot be guaranteed if student does not have one or all of listed vaccinations.

Health Insurance

All students are **required** to have personal health care insurance, of which a copy is kept in the student's Castlebranch account. Health insurance card must be submitted prior to the start of each clinical. The student is responsible for all expenses if an injury or illness occur. **Students will not be allowed to participate in their clinical affiliation without proof of insurance.**

Grooming/Dress Code

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

- Student must wear student Physical Therapist Assistant name tag so it is visible at all times.
- A watch with a second hand is required.
- Lab jackets or scrubs may be required by specific clinical sites.
- Pants and a collared shirt (button-down or polo style without large logos or graphic prints) are to be worn.
- No "T-shirts", sweatshirts, tank tops, sleeveless tops, low cut shirts or midriff shirts are allowed.
- Clothing should be modest and provide "full coverage." AT NO TIME SHOULD BARE MIDRIFF, CLEAVAGE, GLUTEAL, OR NATAL CLEFT BE VISIBLE.
- Leggings, stretch pants, yoga pants, capris, shorts, or sweatpants are NOT ALLOWED.
- Shoes must have a closed toe and back with a heel no higher than 1.5". Socks must be worn at all times, and athletic shoes (clean and tied) are not allowed unless recommended by facility.
- No dangling earrings will be worn. Piercings must adhere to the policy of the assigned clinic.
- Hair longer than shoulder length should be neatly tied back.
- Avoid using overbearing fragrances.
- Personal hygiene should be attended to prior to arriving at the site.
- Nails should be short and well-manicured. No artificial nails, extensions, etc.
- Tattoos – follow the policy of assigned clinic.

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

Attendance

Attendance during clinical education experiences is essential. However, situations may arise where a student may need to miss a day due to an emergency or illness. For PTA 270, students will be allowed one *EXCUSED* absence. For PTA 280 and PTA 290, students will be allowed two *Excused* absences.

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

An absence is considered *UNEXCUSED* if 1) no communication is made with the CI and the ACCE; 2) the **Clinical Absence Form** is not submitted; and/or 3) absence request is inappropriate.

In the event that illness results in absence more than the allowed days, a doctor's excuse is required to be submitted to the ACCE within 24 hours. If a student's excused absences exceed the allowed number, accommodations **may** be made to make up missed time based on the decision of the ACCE and the Clinical Instructor (CI).

If a student is injured during their clinical day, a **Clinical Incident Report** must be completed and submitted to the ACCE within 24 hours of the incident, no matter how trivial the injury may seem. Incident reporting forms can be found in this packet or online at <http://www.johnson.edu/clinical-information/>

Drug/Alcohol Consumption

Clinical sites maintain the authority to deny admission to any Physical Therapist Assistant Student engaged in unprofessional activities or actions detrimental to patient care. If, at the discretion of the coordinator, instructor, and/or supervisor, there is suspicion of substance use affecting the student's performance, they reserve the right to remove the student from the clinical setting. Additionally, they may require the student to undergo drug and/or alcohol screening at the student's expense.

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

Any student that is terminated from their clinical site by the hospital/clinic officials due to alcohol or drug use will be immediately dismissed from the program without option for readmittance.

Pregnancy

This policy aims to provide guidance and support for Physical Therapist Assistant (PTA) students who are pregnant during their clinical education experiences, ensuring their safety, well-being, and successful completion of the program.

PTA students who become pregnant during their enrollment in the program are encouraged to inform the ACCE or Program Director of their pregnancy as soon as possible. Disclosure of pregnancy is voluntary, and students have the right to maintain their privacy regarding their pregnancy status.

Upon disclosure of pregnancy, the program will conduct a risk assessment in collaboration with the student, considering factors such as the stage of pregnancy, clinical rotation requirements, and individual health status. Reasonable accommodations will be provided to ensure the safety and well-being of pregnant students during clinical education experiences. Accommodations may include adjustments to clinical schedules, assignments, or duties as deemed necessary.

Pregnant students and program faculty will engage in open communication to discuss any concerns or specific needs related to clinical experiences during pregnancy. A plan will be developed collaboratively to address potential challenges and ensure the continuation of clinical education in a safe and supportive environment.

Pregnant students will receive guidance on health and safety precautions to minimize risks during clinical rotations, including proper body mechanics, infection control practices, and awareness of environmental hazards. Students will be encouraged to consult with their healthcare providers regarding any medical considerations or restrictions related to their pregnancy.

The program will demonstrate flexibility in accommodating the needs of pregnant students, recognizing that individual circumstances may vary. Supportive resources, such as counseling services, academic advising, and

community referrals, will be made available to pregnant students to address any academic, personal, or health-related concerns.

Pregnant students will be treated with dignity, respect, and fairness throughout their clinical education experiences. Discrimination or bias based on pregnancy status is strictly prohibited, and any complaints or grievances related to discrimination will be addressed promptly and appropriately.

Pregnant students will have the opportunity to continue their clinical education experiences during pregnancy, provided that it is deemed safe and feasible based on individual circumstances. In cases where continuation of clinical rotations is not possible due to health concerns or other reasons, alternative arrangements for academic progression will be explored in consultation with the student and program faculty.

The procedure to disclose pregnancy is as follows:

1. Verbally disclose pregnancy to Program Director and ACCE.
2. Complete ***Declaration of Pregnancy Form*** within 48 hours of verbal disclosure.
3. Submit a written note from health care provider containing:
 - a. Expected due date
 - b. Verification that pregnant student is receiving prenatal care
 - c. Any restrictions, particularly lifting limits
 - d. Notification of changes in health condition during pregnancy.

The student has the following options concerning clinical education:

1. Continue clinical education without modification or interruption. The student, then, accepts full responsibility for her own actions and the health of her baby. She relieves Johnson College, its faculty, and the clinical site of any responsibilities in case of adverse effects.
2. Take a leave of absence from the clinical assignments during pregnancy. The student and faculty will determine if it is more advantageous to take an incomplete or withdraw from the course. The length of pregnancy leave will be determined by the student's attending physician and a written release must be given to the ACCE prior to returning to the clinic. Graduation dates can be affected.
3. Take a leave of absence from the program. If she is in good academic standing and receives the approval of the Program Director, she can be reinstated in to the program at the appropriate semester of the next academic year. Written release from the student's physician must be given to the Program Director/ACCE prior to returning to the clinical. Graduation dates will most likely be affected.

Liability Insurance

Liability insurance is provided for all PTA students for the time they are enrolled in a clinical course by Johnson College in the amount of \$1,000,000 per incident/ \$3,000,000 aggregate to cover their own actions while working within the scope of their learning experience. The Finance Department of Johnson College will send a certificate of liability insurance to all affiliating clinical centers prior to each clinical placement.

Confidentiality

Any and all information concerning patients, customers, employees of clinical sites, or volunteers who demonstrate during class/lab time must be held in strict confidence. Every student is responsible for maintaining confidential information as well as respecting the privacy of our patients, customers, and

employees. Confidential information may be released by students under limited circumstances and only to those authorized to receive the information for valid business or medical purposes.

Specifics of this policy include:

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

Throughout didactic course work, students will receive instruction in patient confidentiality, privacy, **HIPAA**, and patient's rights.

Accurate Representation and Patient Informed Consent

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

Students will sign a confidentiality statement prior to the start of clinical education course indicating they have been made aware and intend to follow this procedure.

Clinical Performance Evaluation

Student's performance in the clinic is evaluated by the clinical instructor using the APTA Clinical Performance Instrument (CPI 3.0). For PTA 280 and PTA 290 evaluations will be completed at the midterm and final portions of the experience. For PTA 270, students are evaluated at the conclusion of the experience only. Refer to the course syllabi for the specific grading criteria. Students will also self-evaluate using the APTA Values Based Behaviors for the PTA tool.

In the event that a Clinical Instructor indicates areas of "Significant Concerns" on the CPI, a conference with the student, the CI, and the ACCE will be scheduled to discuss implementing a Learning/Professional Behavior Contract Grid.

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

Clinical Grading

The ACCE is responsible for grading the clinical education courses as “PASS” or “FAIL” based on the information provided by the clinical instructor on the PTA CPI and required student assignments. Grades will be assigned only after completed and signed documentation (including time sheets, objective sheets, and weekly logs) has been obtained. *Failure to receive a 76% average will result in a failing grade and the student will not be able to progress through the curriculum or be eligible for graduation.*

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

The ACCE will determine the final grade for the clinical experience, and the Pass/Fail will follow with the standard grading policy for all courses in the PTA curriculum. The CPI grade calculation will be based on the percentage of criteria fulfilled by the student across all 11 criteria. This will then be combined with the additional 50% of the grade related to other assignments. A passing grade “PASS” would be based on the student obtaining at least a 76% (C +) average in the course, and having no “areas of significant concern” areas (red flag areas) on the CPI.

Assignments: 50%

CPI: 50%

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

Clinical Objectives/Journal Entry

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

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

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

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

It is the student’s choice whether to share these entries with the clinical instructor, but the entries **do** need to be submitted to the ACCE via D2L dropbox by the date specified in the syllabus.

VII
Clinical Education
Forms



Student Clinical Objectives

Name: _____ Clinical Course #: _____

Objectives	Date Written	Dates Reviewed	CI Initials	Action Taken	Date Met

Comments:



Johnson College
Physical Therapist Assistant Program
PTA 280 & 290 Clinical Timesheet

NAME: _____ COURSE # _____

WEEK: _____ THROUGH _____

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

Week total _____

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

I agree that the information above is accurate.

 Student's signature

 Date

 Clinical Instructor Signature

 Date



Johnson College
Physical Therapist Assistant Program
Clinical Journal Entry

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

Diagnoses Seen:
New Skills Learned:
Highlights Of The Week:
Low Points Of The Week:
Discussions With Ci:
Progress Or Actions Taken Toward Meeting Clinical Objectives:



Johnson College
Physical Therapist Assistant Program
Clinical Absence Request/Report

Student Name: _____ Date: _____

Clinical Instructor _____

Clinical Site _____

Dates Absent from Clinical _____

Reason for Absence _____

Plans for Making up Missed Work

Student's Signature

Date

Clinical Instructor's Signature

Date

Academic Coordinator of Clinical Education

Date

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



Johnson College
Physical Therapist Assistant Department
Declaration of Pregnancy Form

To Whom It May Concern:

I, _____, wish to declare that I am pregnant. My estimated due date is _____.

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

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

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

Student's Name Printed

Date

Student's Signature

Receipt of Declaration Acknowledged

Program Director Signature

Date

Academic Clinical Coordinator Signature

Date



Johnson College
Physical Therapist Assistant Program
Confidentiality Statement

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

Student Name Printed

Date

Student Signature



Johnson College
Physical Therapist Assistant Program
Notice of Patient Informed Consent

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

Student's Name Printed

Date

Student's Signature



Johnson College
Physical Therapist Assistant Program
Student Drug Testing Acknowledgement Form

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

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

Print Student's Name

Student's Signature

Clinical Coordinator's Signature

Date

Date



Johnson College
Physical Therapist Assistant Program
Clinical Incident Documentation Form

Student Name: _____

Date and Time of Incident: _____

Clinical Site: _____

Clinical Instructor: _____

Description of Incident: _____

Action Taken (If any): _____

Student Signature

Date

Clinical Instructor Signature

Date

Program Director Signature

Date



Johnson College
Physical Therapist Assistant Program
Student Conference Form

Student Name: _____

Clinical Site: _____

Clinical Instructor: _____

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

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

Student

Date

Clinical Instructor

Date

ACCE

Date



Johnson College

Physical Therapist Assistant Program

Learning/Professional Behavior Clinical Contract Grid

Student: _____

Facility: _____

Areas of need/strengths:

Expected outcomes:

Student plans for achieving outcomes:

Clinic plans for assisting student:

Student

Date

ACCE

Date

Clinical Instructor

Date



Johnson College
Physical Therapist Assistant Program
Re-Assessment of Student Performance

Student Comments:

Clinical Instructor Comments:

Outcomes met? Y or N

Student

Date

Clinical Instructor

Date

ACCE

Date



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

Student's Name: _____

Date _____

Facility Name: _____

Presentation Topic: _____

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

Score: /30

Comments:

Clinical Instructor: _____



Johnson College
Physical Therapist Assistant Program
Patient Survey

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

1. The student was polite, courteous and compassionate.

Agree					Disagree
5	4	3	2	1	

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

Agree					Disagree
5	4	3	2	1	

3. The student was attentive to your needs.

Agree					Disagree
5	4	3	2	1	

4. The student explained the treatment you received.

Agree					Disagree
5	4	3	2	1	

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

Agree					Disagree
5	4	3	2	1	



COVID Acknowledgement Form

Clinical facilities and experiences are an integral part to the success of the program and the students. Please be aware that clinical sites reserve the right to refuse any student who does not have all required vaccinations regardless of any signed declination. Although we realize the decision to receive the vaccine is a conscious choice of the individual, the APTA/ Johnson College PTA Department believes that being vaccinated is a professional obligation. This assures that everyone associated with the student is protected, including the patients for whom they provide care.

Students must understand:

- Choosing to abstain from receiving the vaccine could potentially be limiting their clinical experience and future employment opportunities.
- The PTA program will make every effort to assure clinical placement is equitable and fair. This may be accomplished by attempting to seek sites available for the specific clinical experience (that are not being utilized by other students) to attempt to place the student permitting the unvaccinated student to participate in clinical education , although the choice ultimately lies with the student.

If the program is unable to find a clinical site that will accommodate the student for the specific clinical experience, or no additional sites are available to meet the student’s programmatic requirements for the specific clinical experience, the student could potentially be delayed from completing the program and graduating. **The student must complete their clinical obligation in order to complete the program and graduate.**

(print name)

(sign name)

(date)