

# UA Cossatot

Physical Therapist Assistant Program

## Student Handbook

2020-2021

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## Welcome to UAC Physical Therapist Assistant Program

Welcome to the Physical Therapist Assistant Program at UA Cossatot. You are embarking on a wonderful and rewarding career. Our mission is to prepare highly competent entry-level physical therapist assistant practitioners who can serve a diverse community and improve the quality of life with an unwavering commitment to evidence based contemporary practice, professional and ethical behavior, and above all, compassionate care as evidence by life-long learning through continued education.

We have included in this manual the information you need to get started and to carry you through the Program. This information will help you understand the PTA Program, the PTA curriculum, and the policies that relate to them.

The Program has a dedicated staff of professionals who are excited to share their knowledge and expertise with you. We encourage you to contact your faculty instructors, the Director of Clinical Education (DCE) or the Program Director (PD), when or if questions arise.

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## **Accreditation Status**

The Physical Therapist Assistant Program at UA Cossatot is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 870-584-1497 or email [jsanderson@cccua.edu](mailto:jsanderson@cccua.edu).

The Physical Therapist Assistant Program Director is responsible for maintaining compliance with accreditation policies and procedures. (Standard 3H)

## **Non-Discrimination**

UA Cossatot and the Program are committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment and sexual misconduct are strictly prohibited. (College Policy 206)

## **Program Summary**

Students are advised that the Physical Therapist Assistant Program is strenuous in nature. Students are therefore not allowed to take additional course work that is not directly related to their degree plan while in the Program. The PTA Program is intense and requires approximately 30-40 hours per week of meeting time; this does not include prep or study time. The hours ascribed to each semester while in the Program are considered by the Program to be full time. Therefore, it is not recommended that students attempt to maintain concurrent full-time employment. Students admitted to the Physical Therapist Assistant Program will enter during the fall semester. The courses taken during the fall include Introduction to PTA, Pathophysiology, Movement Science, Basic Patient Care Skills, Therapeutic Agents, and Administration & Management. Upon successful completion of these courses, students will move into the spring semester. The spring semester is unlike a traditional 16-week semester. In a block schedule, students will first finish the following ten week courses: Therapeutic Exercise, Data Collection, and Rehabilitation Techniques. Upon successful completion of these courses, students will enter into their first clinical rotation: Practicum I. This clinical rotation will be five weeks and is a means to provide the student with basic experiences in a physical therapy setting. Once students have successfully completed Practicum I, students will move into an intense five-week Neurorehabilitation course. Upon successful completion of this course, students will move into the summer semester. In the summer, students will enroll in two five-week clinical education rotations, Clinical Practicums II and III, and PTA Seminar, which is aimed at professional development.

## **Program Philosophy**

The PTA Program is dedicated to preparing highly competent entry-level physical therapist assistant practitioners through quality classroom, laboratory, and clinical education experiences utilizing regional facilities and clinical instructors. The Program faculty understands the importance of providing didactic experiences that encompass the learning styles of all students. The Program faculty will promote quality treatment standards including a commitment to evidence-based contemporary practice, professional behaviors, continuing education, and compassionate care.

The Program acts to fulfill the College mission by providing quality relevant industry training to improve the lives of those in our region.

## **Program Mission Statement**

The mission of the Physical Therapist Assistant Program at UA Cossatot is to prepare highly competent entry-level physical therapist assistant practitioners who can serve to improve the quality of life of a diverse community with an unwavering commitment to evidence based contemporary practice, professional and ethical behavior, and compassionate care as evidenced by life-long learning through continued education.

## **Program Faculty**

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## **Program Goals**

Goal 1. Graduates will be clinically competent and able to serve the college region by working as entry-level physical therapist assistants under the direction and supervision of a physical therapist.

Goal 2. Graduates will demonstrate effective oral, written, and nonverbal communication skills in a culturally competent manner with patients, caregivers and other health care providers.

Goal 3. Graduates will exhibit effective critical thinking and problem solving skills in the clinical environment.

Goal 4. The Program will provide a positive learning environment, as per End of Course Survey questions, and a curriculum consistent with contemporary physical therapy practice.

Goal 5. Program faculty will model ongoing personal and professional development through life-long learning opportunities and membership in professional organizations.



## **Knowledge of Program and College Policies & Procedures**

The Program abides by UA Cossatot and the Division of Medical Education policies and procedures. Students are expected to have a working knowledge of the UAC PTA Program Student Handbook and Clinical Education Handbook. A student that has been granted entrance to the PTA Program agrees that they acknowledge and will comply with the policies and procedures set forth by both the institution and the Program. Program handbooks are reviewed and revised annually by Program faculty. Input on revisions will be accepted from Program students, college administration, Program advisory council, clinical education faculty, and college staff. To ensure compliance with institution policies, Program handbooks are annually reviewed by the Vice Chancellor of Academic Affairs. Any revisions in Program handbooks will be communicated to students and administration.

## **Student Physical Therapist Assistant Club**

The mission of the Physical Therapist Assistant Program at UA Cossatot is to prepare highly competent entry-level physical therapist assistant practitioners who can serve to improve the quality of life of a diverse community with an unwavering commitment to evidence based contemporary practice, professional and ethical behavior, and compassionate care as evidenced by life-long learning through continued education. The mission of the Student Physical Therapist Assistant Club is to strive toward and support the Program mission. It is to promote a spirit of community service among its students, as well as enhance communication, interaction and positive relationships between the PTA students at UA Cossatot and the community while ensuring that students display a commitment to their educational duties.

All Program students are required to be active members of the SPTAC and will be automatically enrolled into the club upon acceptance into the Program. The club will charge dues from each student. Student dues are utilized as seed money for fundraising and community service activities.

## **Graduation Policy**

Students must have successfully completed all prerequisite courses in compliance with admissions criteria. In addition, students must successfully meet required exam average scores, practical exam scores and overall course averages as described in this student handbook to graduate from the Program. Upon completion, the student's status will be submitted to the Federation of State Boards of Physical Therapy declaring that the student has completed their Associate of Applied Science and wishes to sit for the licensing examination. Most states require licensure to practice which is granted based on the results of the national examination. A misdemeanor or felony conviction may affect a graduate's ability to sit for the examination or attain state licensure. It would benefit those students with any prior convictions, to contact the state board, in which they desire to practice, concerning policies related to such. The student may be asked to submit documentation and/or evidence of the case prior to rendering a decision as to whether the student would be allowed to attain licensure.

## **Transfers**

Due to differences in curriculum in other Physical Therapist Assistant programs, the UA Cossatot PTA Program will not accept transfer students. Students who were enrolled in another program will follow the same requirements and admission procedures. Students will also provide a letter of good standing from the institution previously attended.

## **Auditing Courses**

Due to the dynamic nature of physical therapy practices, course auditing is not available. In order to receive credit for a course, a student must be admitted to the Program, enrolled in all coursework, and successfully complete coursework as outlined in the handbook while complying with all College, Medical Education, and Program policies.

## **National Physical Therapy Examination**

After completion of the Physical Therapist Assistant Program at UA Cossatot, graduates are granted the Associate of Applied Science. It is important to recognize that completion of the degree program does not permit an individual to practice physical therapy. The individual must sit for the National Physical Therapy Examination. Once the examination is successfully passed, the individual is subject to specific state regulations for application of state licensure. Graduates must graduate from a CAPTE accredited program to sit for the national board examination in compliance with the FSBPT regulations. See Accreditation section for specifics on accreditation status.

## **Licensure**

All U.S. states require licensure to practice physical therapy. Licensure is the governmental regulation to practice, designed to protect the health and welfare of the citizens of a state. Failure to become and remain licensed by the state, while practicing, renders both the individual and the employer liable for legal charges and monetary fines. Each state maintains rules and practice acts that govern practice guidelines and eligibility for licensure, as well as requirements for licensure renewal. Upon successful completion of the national examination, students are eligible to apply for licensure. Note that between the time of receiving an associate degree and taking the national exam, some states will provide a temporary license. This is usually granted for a limited amount of time and may have specific supervision requirements. Please refer to individual state boards for more details.

## **Advisory Council**

The UA Cossatot Physical Therapist Assistant Advisory Council includes Physical Therapists, Physical Therapist Assistants, Physical Therapy Directors, Physical Therapy Owners, and UA Cossatot PTA Program faculty. The purpose of the council is to review and advise on curriculum, clinical experiences/opportunities, best practices, and recommendations for modification to best support the educational needs of our students with consideration for evidence based practice. The Academic Advisory Council was formed in December of 2016, prior to the matriculation of students, in efforts to best plan for the arrival of students in a new program.

## **Curriculum Development**

The collective core faculty of the UAC Physical Therapist Assistant Program have primary responsibility for the development, review, and revision of the curriculum plan. The faculty utilize the counsel of the Advisory Council to ensure contemporary practices are included throughout the curriculum. Upon recommendations from the council, the core faculty may modify curriculum and submit to council for review.

## Program Curriculum

| Course Name                          | Credit Hours |
|--------------------------------------|--------------|
| <b>Prerequisites</b>                 |              |
| Composition I                        | 3            |
| Developmental Psychology             | 3            |
| College Algebra                      | 3            |
| Anatomy & Physiology I               | 4            |
| Composition II                       | 3            |
| Medical Terminology                  | 3            |
| Anatomy and Physiology II            | 4            |
| Micro-computer Applications          | 3            |
| Success Strategies                   | 3            |
|                                      | 29           |
| <b>Fall (Enter into PTA Program)</b> |              |
| Introduction to PTA                  | 2            |
| Pathophysiology for the PTA          | 3            |
| Movement Science                     | 4            |
| Basic Patient Care Skills            | 3            |
| Therapeutic Agents                   | 5            |
| Administration & Management          | 2            |
|                                      | 19           |
| <b>Spring</b>                        |              |
| Therapeutic Exercise                 | 4            |
| Data Collection                      | 3            |
| Rehab Techniques                     | 3            |
| Clinical Practicum I                 | 4            |
| Neurorehabilitation                  | 5            |
|                                      | 19           |
| <b>Summer</b>                        |              |
| Clinical Practicum II                | 4            |
| Clinical Practicum III               | 4            |
| PTA Seminar                          | 2            |
|                                      | 10           |

UA Cossatot faculty reserves the right to alter the curriculum, syllabi, tuition/fees, and/or admission policies whenever change is deemed necessary in order to suit the needs of the Program.

## **Program Course Descriptions**

### **PTA 1112 Introduction for Physical Therapist Assistants**

This course introduces the student to the physical therapy profession including the history of physical therapy from WWI and polio epidemic to the present and the role of the physical therapist and physical therapist assistant. Other topics include the legal, ethical, professional and regulatory aspects of physical therapy practice.

### **PTA 2303 Pathophysiology for Physical Therapist Assistants**

This course will study disease pathophysiology, etiology, clinical signs and symptoms of many diseases, disorders and injuries seen in physical therapy. All body symptoms will be examined with emphasis on the cardiopulmonary, musculoskeletal, neurological and integumentary system. Medical, surgical, and physical therapy management of these diseases, disorders and injuries will be presented. Medical literature research is required.

### **PTA 2314/L Movement Science**

Kinesiology is the study of musculoskeletal anatomy, posture and movement of the human body and the analysis of movement based on anatomical and mechanical principles. An understanding of the muscular system with regard to origin, insertion, and action of muscles, serves as the basis by which to study planes, axes of movements, the range and quality of functional movements, the actions of levers within the human body, and how muscular contraction affects movements, posture, and gait. Emphasis is given to the application of these principles in understanding human movement and/or athletic performance.

### **PTA 2203/L Basic Patient Care Skills**

This course introduces students to findings in the health record, basic patient care skills, body mechanics, and patient functional mobility. This course will further introduce the student to handwashing, personal protective equipment, and aseptic principles. Assistive devices will be introduced.

### **PTA 2205/L Therapeutic Agents**

This course will guide students through biophysical agents including: indications, applications/techniques, precautions and contraindications. Students will gain understanding in the implementation of massage as a modality.

### **PTA 2322 Administration and Management for Physical Therapist Assistants**

This course focuses on professional issues and behaviors related to clinical practice. It also addresses the administration and management of physical therapy practice and begins to prepare the student for a successful transition into the workforce.

### **PTA 2404/L Therapeutic Exercise**

This course focuses on patient care interventions related to application of therapeutic exercise (extremity, spinal, osteoarthritis / rheumatoid arthritis, OB/GYN, pulmonary, cardiovascular, endurance), and range of motion exercises, stretching exercises, peripheral joint mobilization, resistive exercises, effective oral and written communication.

### **PTA 2403/L Data Collections**

This course focuses on the aspects of collecting data for objective measurements. Professional communication, especially interview skills, and the clinical application of special tests, manual muscle testing, sensory testing, goniometric measurements and the gait cycle.

### **PTA 2413/L Rehabilitation Techniques**

Physical therapy interventions such as airway clearance, wound care/debridement, environmental assessments, wheelchair management, aquatics, amputation/residual limb care and prosthetics; oral and written communication techniques with patient/family, the health care team, and the supervising PT.

### **PTA 2424 Clinical Practicum I**

Five-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication.

### **PTA 2515/L Neurorehabilitation**

This course focuses on the function of the nervous system, including the normal motor development motor control and motor learning through the lifespan. It also addresses the physical therapy management of neurological diseases/conditions. The home and community environmental barriers are addressed with those patients who have limitations in their functional status.

### **PTA 2524 Clinical Practicum II**

A five-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication. Practicums II and III allow for further data collection and intervention skills including neurologic interventions.

### **PTA 2624 Clinical Practicum III**

A five-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication. Practicums II and III allow for further data collection and intervention skills including neurologic interventions.

### **PTA 2502 PTA Seminar**

Review of program content through systematic study of PTA assessment skills, PTA treatment implementation, and professionalism for the physical therapist assistant. Licensure preparation activities; interview and resume preparation.



## **Academic Integrity**

The Program adheres to UAC academic integrity policies. Please refer to the UAC Academic Catalog for these policies.

## **Student Ethics**

Students enrolled into the PTA Program are expected to behave in a way that reflects high ethical standards. The Program expects students to adhere to the basic guidelines regarding ethical behavior in the classroom as defined in the UA Cossatot academic catalog. Students in the PTA Program are expected to comply with all policies, procedures, codes of conduct established in this manual, as well as any additional requirements included in Program course syllabi. In addition, students are expected to follow policies and procedures specific to clinical education facilities and to follow Program expectations for ethical behaviors as outlined below.

Students must demonstrate respect to instructors, guests, staff, and peers. Students may not insult, slur, raise their voice to or degrade instructors, other college employees, other health professionals or peers. This expectation does not infringe upon a student's right to raise questions and request clarification but does define parameters in which the question or clarification is brought forth. Students will respect other student work. Students may not handle, steal, alter, deface or otherwise harm another student's project/work. Students must work with cooperation and respect for peers and other health care team members. Each student is expected to contribute equally on group assignments. Students will refrain from engaging in extraneous conversations during class.

Students will honor commitments to peers, college faculty, staff, and clinical educators/instructors by being on time for classes, off-site experiences, and clinical education placements. This includes timely notification in advance, when unable to keep a commitment. When a student is tardy or absent, the student will follow the appropriate procedures outlined in this handbook. All students will comply with safety procedures when working with peers, patients, and equipment whether in class, laboratory, clinical education site or elsewhere. Under no circumstance shall a student endanger the safety and welfare of patients, other students, faculty and/or staff.

Program students will respect the property and rights of the Program and other medical education faculty and staff, all medical education students, clinical education facility staff, and patients. Students will not remove or borrow property without permission and will not damage or misuse

property. Students will respect the resources of furniture, fixtures, textbooks, computers, instructional technology, supplies, library books, and journals. Students will not mutilate, deface, damage or withhold resources for their own use. Students and faculty are expected to conserve resources by using only supplies needed for completion of assignments and maintenance of equipment. Students should report any damaged resources of any type to the Program Director. Students are not allowed to smoke, including e-cigarettes, or use smokeless tobacco on UA Cossatot campuses, clinical education campuses, or where Program activities are held.

Students are expected to be aware of and comply with these standards of ethics. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction. Students who are dismissed from the PTA Program, due to ethics violations, will not be allowed to re-apply to the Program.

Furthermore, students will be expected to comply with the American Physical Therapy Association “Standards of Ethical Conduct for the Physical Therapist Assistant” while practicing as a student physical therapist assistant as well as in professional practice. The “Standards of Ethical Conduct for the Physical Therapist Assistant” can be referenced at:

<http://www.ptot.texas.gov/idl/6AE93EF1-F21C-EDE1-9C69-5DB686260B5E>.

## **Discipline**

UA Cossatot does not tolerate actions by students, staff, or residents of the college service area that interfere with student learning and safety. UA Cossatot reserves the right to require a student to withdraw at any time for excessive absenteeism or tardiness, ill health, inefficiency, misconduct, neglect of duty, unprofessional behaviors, or nonconformity with regulations of the school and affiliating agencies. Students have the right to grieve actions by an employee or another student as outlined in the UAC Academic Catalog, Student Grievance Procedures: Non-Grade Issues.

If it is determined that a student has demonstrated inappropriate conduct, a Program faculty will meet with the student to discuss the matter and inform the student of the specific conduct that was deemed inappropriate. A written record will be placed in the student's Program file. If the student's conduct does not improve or additional misconduct occurs, a Program faculty will meet with the student again. A written record of the meeting will be placed in the student's Program file; a copy of the reports will be provided to the Division Chair and/or the Vice Chancellor of Academic Affairs. A deadline for measureable improvement will be communicated in writing. If the student does not demonstrate satisfactory improvement by specified deadline or continue to demonstrate inappropriate conduct, the student may be dismissed from the Program.

## **Academic Progression**

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or Program faculty to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

UA Cossatot PTA Program faculty utilize a gradebook within Blackboard, which is password protected, to record student grades. Grades are updated throughout the week with any tests or assignments completed. Students are able to access their grades through Blackboard at any time. This keeps all students and Program faculty current with academic standing. Students are encouraged to contact their instructors at any time during a course that a question arises with regard

to grades. Additionally, students are assigned a Program faculty member as an advisor. Advisors will meet with students, at least once per semester, to discuss all aspects of the Program including but not limited to questions/concerns regarding clinical education, progression through courses, progression through the Program, current grades and GPA.

Students must have successfully completed all prerequisites courses in compliance with admissions criteria. In addition, students must successfully meet required exam average scores, practical exam scores and overall course averages as described in this student handbook to graduate from the Program. Students must successfully complete all coursework and clinical rotations in order to progress to the next semester's coursework and clinical rotations. Failure to successfully complete any of these courses will prohibit the student from continuing in the Program and the student will be administratively withdrawn. In addition to achieving a grade of 76% or better in each course, students must achieve 76% or better on the written exam average of each course and each practical exam must be passed with a minimum score of 76% or better. Any student that does not achieve a passing grade average as described above in each course or that is deemed unsafe during practical examinations (subject to remediation policies) or during a clinical rotation (subject to remediation policies) will be removed from the program as they have failed to safely progress through the didactic and/or technical phases of the Program. Should that occur, students will be allowed to reapply to the Program the following year. Students reapplying are subject to the same application process as other applicants. Students that are reapplying must meet with the Academic Advisor to identify reasons for failure to achieve Program completion and develop a plan of action for student success during the student's second attempt. The student will then meet with the Program Director for final approval and must follow the application process including obtaining current observation hours as outlined in admissions process.

Upon successful completion of all coursework and clinical rotations, the student's status will be submitted to the Federation of State Boards of Physical Therapy Examiners declaring that the student has completed their Associate of Applied Science in Physical Therapy and wishes to sit for the licensing examination.

## **Grading Scale**

The UA Cossatot Physical Therapist Assistant Program curriculum is designed to meet the requirements of CAPTE and to prepare students to successfully complete the National Physical Therapy Examination for Physical Therapist Assistants in order to obtain licensure to practice as a Physical Therapist Assistant.

The following grade equivalency is established for all coursework and practicums in accordance with the Medical Education Division at UA Cossatot:

A = 90-100

B = 80-89

C = 76-79

D = 70-75 (failing)

F = <69 (failing)

Final course grades are rounded utilizing only the tenth place. For example, a score of 75.5 would round up to a 76; however, a score of 75.4 would round down to a 75.

## **Distance Learning**

Coursework throughout the Program is completed in many different formats. This allows for diversified learning experiences for students. In addition to class lectures, lab activities, community service projects, clinical education, workshops, and off-site experiences, online distance learning will be utilized in a number of courses using Blackboard learning management system. In the fall semester of the technical portion, students will be enrolled in the Introduction to PTA, Pathophysiology (hybrid), and Administration and Management online courses through Blackboard. Distance learning is also utilized during the final semester of the Program. While completing Practicums II and III, Program students will be enrolled in the PTA Seminar course which is presented in an online format. All Program courses are Blackboard enhanced where PowerPoints, assignments, announcements, and grades will be posted in addition to the actual classroom materials.

For all distance learning courses within the PTA Program, college policy is followed to ensure that the student who is enrolled in the course, and receiving credit for completion, is the student completing the work. UA Cossatot policy states: “All online, distance education, exams are taken in the Testing Center on campus.”

## **Blackboard Learning Management System**

Student assignments that are submitted through Blackboard will need to be saved in a specific file format as indicated by the instructor. There is a PowerPoint presentation available under the assignment tab on Blackboard that will assist with questions on the use of the Blackboard system. Support for the use of the Blackboard system is provided through the director of distance learning/Blackboard coordinator and the IT department at UA Cossatot. Students are directed to utilize Blackboard online help for any difficulties with the Blackboard system. The distance learning director/blackboard coordinator can be contacted at 870-584-1137. The UA Cossatot IT department is available by contacting 870-584-1165. When the above are unavailable or additional assistance is required, students may access the Blackboard Learn Helpdesk through the University of Arkansas at (479) 575-6804 and/or [bbhelp@uark.edu](mailto:bbhelp@uark.edu).

## **Coursework**

### Assignments

All courses in the Program are enhanced with the use of Blackboard Learning Management System. Throughout the Program, students will be assigned various papers, projects, or group assignments. Criteria for each assignment, including deadlines, will be given in conjunction with the assignment. Cheating and plagiarism will not be tolerated; both of which are grounds for immediate dismissal from the Program (see Student Ethics). Students may use any color ink or pencils for their own notes but handwritten submitted papers should be in black ink. All formally written research papers should be completed in APA format. Any assignments submitted should include student name, date, and course number. Assignments may be submitted on paper or through the blackboard system as indicated by the course instructor. While in the Program, students will be required to use a tablet for submission of notes, assignments, and exams as indicated by your instructor and/or clinical site.

### Skill Checks

A skill check is an assessment of the student's ability to demonstrate competence in a physical therapy skill. The student is first instructed in the desired skill by the course instructor or content expert. Each skill requires documented completion by three different sources: a self-assessment, a peer-assessment, and ultimately the instructor-assessment. Instructor assessment will be performed during scheduled course lab time or during open lab times. Students have unlimited number of attempts to complete skill checks during course lab time or open lab times.

While there is not a grade associated with the skill checks, a student must successfully complete required skill checks in order to be able to take the practical exam, which contains the skill check content. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams or by instructor due dates, according to which comes first. Students who have successfully passed a skill check have demonstrated competence in that skill and are expected to maintain their competence through regular, independent or peer, review of the skill.

### Practical Examinations

Practical exams are used to assess a student's ability to effectively and safely perform a simulated patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior Program courses. Practical exams must be passed with a minimum score of 76% and can be retaken one time if the minimum score is not attained. If a student obtains a score above 76% on a practical examination retake, a maximum score of 76% will be recorded. Practical examinations will consist of critical skills and critical safety elements, which must be performed to competence in order to successfully pass the lab practical. A critical skill is defined as a skill that is required to demonstrate competency. A critical safety element is defined as criteria that in a clinical setting would result in harm to a patient or an incident report if performed incorrectly. Unsafe behavior on a critical safety element or lack of competency on a critical skill is an automatic failure of the practical examination and must be remediated subject to remediation policies. If verbal cueing is required on a critical safety element to avoid injury, the student will automatically fail the lab practical and be subject to remediation policies. Sharing practical exam scenarios or discussing information regarding the practical examination is considered academic dishonesty and will be treated as such.

### Lecture Examinations

Lecture examinations are used to assess a student's ability to comprehend, critically think, and apply their knowledge in the course content being studied. Lecture examinations integrate content from current and prior Program courses and are cumulative in nature. A lecture exam average of 76% or greater is required to successfully complete each course. Discussing/sharing information regarding the examination is considered academic dishonesty and will be treated as such.

### Quizzes

Quizzes are used to ensure students are prepared for coursework. Quizzes may not be made up if a student is not present during the time the quiz is administered. If a student is late and the quiz has begun, the student may not enter the room nor may they make up the quiz. Discussing/sharing information regarding the quiz is considered academic dishonesty and will be treated as such.



## **Clinical Education Practicums**

The Program strives to provide exemplary clinical education site learning experiences. Clinical education placements occur in settings that will expose students to patients and clients across the life span, representing a variety of conditions and situations that are typical for a physical therapy practitioner to work. Students will be required to attend clinical education sites that may require travel. A practicum may, at the student's request, be scheduled in other parts of the country. Please discuss this option with the DCE early in the Program to enable the Program to establish necessary records for student placements.

Upon appropriate Program progression, students will be placed in the clinical education component of the Program. The first clinical education practicum is integrated into the didactic coursework in the spring semester. The remaining two clinical education practicums are in the summer semester, after the completion of all didactic coursework.

### Clinical Education Site Selection

The DCE will provide students with a list of available clinical sites and students are asked to prioritize up to three sites for each rotation. Considerations are made for student priority requests and attempts are made to accommodate each student as possible. Students are not permitted to contact sites directly to request a placement; doing so will result in an automatic disqualification for that site and may lead to disciplinary actions due to lack of professionalism. Clinical education site placements are assigned by the DCE and are final.

### Clinical Education Special Needs Consideration

Appeals for special consideration in clinical education placement are based on demonstrated need for mitigating circumstances or students with disabilities, who have identified themselves to the disabilities coordinator. Appeals found to be made on false claims will be overturned and denied, and students will be removed from the Program for this highly unethical behavior.

Students with disabilities are encouraged to voluntarily disclose their needs for clinical education accommodations with the disabilities coordinator well in advance of clinical site placement. Following this, students must voluntarily disclose their need for accommodations with the DCE prior to selection of clinical education sites in order for reasonable accommodations to be met.

Then, through collaboration with the DCE, disabilities coordinator, and the student, an accommodation plan may be developed. As with classroom expectations, clinical outcome expectations will be the same for all students regardless of abilities/disabilities. However, strategies to achieve entry-level competency may differ based on individual need. Once an eligible student has disclosed the need for accommodation and/or accessibility to the DCE, and has signed a release of information, the clinical instructor may then be contacted to discuss strategies to be implemented at the clinical site.

#### Clinical Education Placement Cancellation

A clinical education site may cancel a confirmed placement, unexpectedly prior to the beginning of the clinical education practicum. This may happen for a variety of reasons, including but not limited to, staffing issues/changes, inadequate supervision, poor learning environment and/or facility closure or merger. In the event a clinical education placement cancellation should occur, the DCE will contact and schedule a meeting with involved student(s) to discuss replacement options and reschedule the clinical education experience.

#### Clinical Site Conflict of Interest

Students will not be placed at a clinical site where a family member may be in a supervisory capacity. A student will not be assigned to a clinical education site where he or she is currently employed, has previously been employed, or is currently negotiating to be employed.

#### Clinical Education Placement Appeals Process

Extenuating circumstances could precipitate the need to review a student's placement. Mitigating circumstances are those that are beyond the student's control, such as a serious illness or injury to the student, the death or serious illness of an immediate family member, and/or other special circumstances that could not have been foreseen.

In order for a review of the clinical education placement to occur, the student must file a written appeal requesting a change in clinical education placement. The appeal should be addressed and delivered to the DCE, stating clear and concise reasons for the request. Appeals will not be considered unless there are, in fact, mitigating circumstances. Please be advised that any change

in clinical education placement is not guaranteed. Additionally, a change in clinical education placement may delay the clinical education start date and ultimately graduation, if timelines and requirements are not met. Students have seven calendar days, from the date of notification of clinical site placement or onset of special circumstance, to submit a letter of appeal to the Director of Clinical Education. Appeal decisions are subject to the availability of clinical sites and accreditation standards. Students will be provided with an appeal decision within fourteen calendar days of submission.

If, after a review of documentation, a change is granted, the DCE and student will meet to discuss clinical education site placement options. The DCE will assign the student to a new site and notify all involved persons.

\*If an appeal is granted but facilities are unable to accommodate the student, the student may be delayed from graduating with their cohort.

## **Make-up Work**

### Late Assignments

Because of the accessibility of email and Blackboard, all assignments must be submitted by the assigned due date and time established by the instructor. Any assignment received after the due date and time will receive a “zero” (0) score. However, the student must complete the work assigned to the standard of “76%” in order for the assignment to be considered complete. This is to ensure that the student demonstrates understanding of the material. The score will be recorded as a zero upon completion. In addition, the student will not be allowed to attend class until the assignment is submitted in completion and hours missed will be subtracted from the allowable hours missed. If the required assignment is not completed or allowable hours missed are depleted, the student will receive an incomplete for the course and will be dismissed from the Program. Quizzes may not be made up if a student is not present during the time the quiz is administered. If a student is late and the quiz has begun, the student will not be allowed to take the quiz.

### Written and Practical Examinations

Early examinations, of any kind, or other graded activity will not be given. If a student misses a written or practical examination due to tardiness or absence, the student must contact the course instructor to make arrangements for a make-up exam. The student will have 10% deducted from the highest possible score for the make-up exam. All make-up written examinations must be taken in the testing center or under the supervision of Program staff. Any student who fails to make arrangements the day of return to campus and/or does not take the exam will receive a zero. Arrangements for makeup examinations should occur from the student’s college email account to the instructor’s college email account in order to provide evidence of documented communication and timeframe. Students will be granted one opportunity to make up a written and practical examination per course due to tardiness or absence.

### Skill Checks

In the event a student misses a laboratory practice in which skill checks are performed, it is the student’s responsibility to schedule a make-up with the course instructor prior to the practical exam associated with the skill checks. Arrangements for make-up skill checks should occur from the

student's college email account to the instructor's college email account in order to provide evidence of documented communication and timeframe. Students will have additional practice opportunities during open lab hours. These skills checks are not associated with a grade but must be completed prior to taking the practical exam associated with the skills.

## **Remediation**

The Program curriculum is cumulative in nature and clinical skills are dependent upon successful completion of the didactic portion of the Program. It is imperative that students demonstrate knowledge and competency in all required skills prior to being placed in a clinical setting. This is necessary to ensure the safety of the students, patients, family members, and healthcare workers alike. Students are required to achieve an average of 76% or above on written exams and overall course average as well as demonstrate competencies during skill checks and practical examinations. This will ensure students are safe to progress to clinical education affiliations. Specific course instructors will be responsible for identifying the goals and objectives of the remediation plan, the timelines for implementation, and completion of the plan which may include team-based strategies.

### Written Examination Remediation

Opportunities to re-take written examinations will not be given. If a student fails to achieve a 76% grade on a written examination, the student will be required to perform remediation with the course instructor. This remediation may include, but is not limited to, additional study materials, review of examination, and/or written paper on deficient topics. No grade will be assigned for remediation and no change in original test grade will occur. The course instructor will be responsible for identifying the goals and objectives of the remediation plan, the timelines for implementation, and completion of the plan.

### Practical Examination Remediation

Students will have one opportunity to re-take each practical exam, upon failure to achieve 76% or failure of a critical skill or critical safety element. The student will be required to perform remediation with the course instructor and schedule a re-take practical. This remediation may

include, but is not limited to, additional study materials, review of skills, and/or additional practice with peers. The highest grade the student can achieve on the re-take is a 76%. If a student fails the critical skill or critical safety criteria on the lab practical re-take, the student is given a grade of zero and will be dismissed from the Program. These standards must be maintained to ensure that graduates of the Program can successfully complete the licensure examination and are safe to progress to clinical education affiliations. The course instructor will be responsible for identifying the goals and objectives of the remediation plan, the timelines for implementation, and completion of the plan.

### Skill Checks Remediation

As a means to ensure safety, the Program will offer unlimited remediation for all skill checks during scheduled class and open lab hours. These skill checks are not associated with a grade but must be completed prior to taking the lab practical associated with the skills. Each course instructor will be responsible for skill check remediation.

### Clinical Education Practicum Remediation

Students will have scheduled midterm clinical site visits with the DCE and clinical instructor, where the student's progress, or lack thereof, will be discussed. Documentation of the clinical site visit will be made available for student's review and will be maintained in student records. Students are encouraged to communicate any concerns regarding clinical education placements, clinical instructors, and/or passing/failing with the DCE at any point in a clinical education practicum. At midterm, if it is felt that that student is on track to fail the practicum, the DCE will meet with the student and clinical instructor to discuss and prepare a plan for remediation. The DCE, with input from the clinical instructor and student, will determine the level of remediation needed. Remediation may require skills practice in the lab, prior to continuing in the clinical education component of the Program, or other form of review/practice as indicated. All remediation strategies and clinical education hours must be completed in order to pass the clinical practicum. One remediation opportunity will be made available each clinical practicum. The DCE will be responsible for identifying the goals and objectives of the remediation plan, the timelines for implementation, and completion of the plan.

At the end of a clinical practicum, if an unforeseen student failure occurs, every effort will be made for a remediation opportunity as stated above. Since the Program cannot guarantee placement, outside of the established dates of the clinical practicum, remediation may not be possible and the student may not graduate on time. All remediation and clinical education hours must be completed in order to graduate from the Program.

In the event that the CI and/or the DCE feel, that despite remediation efforts, the student continues to lack the skill to safely move on in the clinical component of the Program, the student will be dismissed from the Program.

If at any time, the clinical instructor or DCE feel that the student demonstrates lack of professionalism, ethics, privacy or if the student has engaged in inappropriate sexual contact with a patient, the student will not be eligible for remediation and will be immediately removed from the Program.

In the event that a student is placed in a clinical setting where there is a conflict of interest or the student is placed in an unsafe, unethical, or unprofessional environment, the student will be removed from said facility and every effort will be put forth to place the student at a new clinical site. This will not be considered remediation and will be documented as an incident report.

At any time, the DCE, at their discretion, may request a review by any or all of the following: Program Director, Medical Education Division Chair, Vice Chancellor of Academic Affairs, and Chancellor. This review may be performed with student remediation, incidents, or change of clinical sites as deemed necessary.

In the event that a clinical site refuses a student based on prescreening or professional/ethical behaviors, the Program cannot guarantee placement at another site and the student may be removed from the Program.

## **Student Grade Appeal Policy**

If a student believes an error in a grade has occurred, the student should follow the Student Grade Appeal Procedure published in the UA Cossatot Academic Catalog.

## **Withdrawal**

Students considering withdrawal from the Program are encouraged to discuss the matter with the Program Director. Students should follow the college policies and procedures regarding Program and course withdrawal. Students are encouraged to speak with an academic advisor for future education goals.

## **Re-Admission Criteria**

A student who fails a course or leaves the Program for any reason will be permitted one opportunity to re-admit to the Program. Students wishing to re-apply to the program are subject to the admissions and ranking system again. Students re-entering the Program must complete all coursework, lab work, and assessments regardless of previously passed coursework.

Students may not be considered for re-admission if they committed any of the following violations while previously enrolled in the program: uncooperative attitude/behavior that was previously addressed with verbal and written warnings, insubordination, cheating/plagiarism, falsification of records, positive identification of drug activities (taking, buying, selling, manufacturing, etc.), violation of medical ethics (breach of confidentiality, client abuse, etc.), endangering the health, safety, or life of a client or peer.

Students who wish to re-apply to the program, will be required to submit a formal letter of intent to the Program Director and DCE for review. The student will need to include documentation of resolution of the issue that precipitated removal, dismissal, or withdrawal from the Program. This may include documentation of a remediation plan for facilitating successful completion of a Program course, in which the student did not pass previously.



## **Student Retention**

Program faculty have the desire to see all Program students succeed. Once a student is admitted into the Program, the Program Director and Program faculty work in collaboration with the student to ensure the student is making academic progress. Students have routine access to grades through Blackboard. Grades are posted regularly and in a timely manner to allow students to monitor academic standing. Additionally, students are assigned a Program faculty member as an advisor, who will meet with the student at least once a semester to discuss all aspects of the Program including but not limited to questions, concerns, clinical education, progression through courses, progression through program, current grades and GPA. Students may request additional advisor meetings as deemed necessary. It is the student's responsibility to ensure that difficulties are conveyed to the Program staff when they occur. Students who are not progressing as expected will have an action plan established for remediation. This plan discusses the Program outcomes, solutions/goals, rationales, and a timeline for the action plan. Academic and Disability Support Services are available to students as needed.

While completing Clinical Practicums I, II, and III, a Program faculty will meet with students, at least once, per practicum, to ensure progression through clinical education rotations and to provide support as needed. This meeting can be completed via, Skype, face time, Blackboard collaborate or other meeting forum and can be completed when necessary by phone and in person.

## **Student Records**

The Program complies with the same legal guidelines as the college in governing the release of student educational records. The Program maintains files that include student information, consent forms, waivers of liability, contracts, correspondence, and/or academic and clinical education progress. These files are maintained for all students and are stored in locked file cabinets or password protected electronic storage devices. The contents of these files may be released only to Program faculty, the Division Chair of Medical Education, and/or the Vice Chancellor of Academic Affairs. A student may have access to their own file, under faculty supervision. Student files will be maintained while the student is in the Program and for five years thereafter. The files will be destroyed after five years and the only record maintained will be the official transcript.

## **Student Services**

Student support services are available on all three campuses. Academic counseling, disability support services, and financial aid resources are located within the division of student services and are available by phone, mail, email, and website.

## **Academic Counseling**

Academic advisors and/or counselors are available to all students and will work with any student to recognize opportunities to grow and learn, identify any barriers to academic and/or personal success, and develop action plans to overcome those barriers. All students are welcome and discussion will be confidential.

## **Disability Support Services**

UA Cossatot Disability Support Services is dedicated to the academic and personal success of all students. Students with disabilities are encouraged to voluntarily disclose their needs for accommodations to the disability support services and Program faculty. Then, through collaboration with Program faculty, disabilities coordinator, and the student, an accommodation plan may be developed. Classroom expectations will be the same for all students regardless of abilities or disabilities. Disability support services staff will work with students to recognize opportunities to grow and learn, identify any barriers to academic and/or personal success, and develop action and/or accommodation plans to overcome those barriers. Please see the current college catalog on Disability Support Services or <http://www.cccua.edu/admission-registration/DSS>.

## **Financial Aid**

Financial aid may be made available through federal programs, state programs, or scholarship opportunities. Please see financial aid website for more information <http://www.cccua.edu/pay-for-college> or contact financial aid staff by calling 1-800-844-4471.

## **Educational Resource Center / Library**

The UA Cossatot Educational Resource Center (ERC) is a fully functioning, media-rich, user-friendly resource center striving to enrich the lives of students through active learning. The ERC works with faculty to promote higher education and helps students achieve their maximum academic potential. An Educational Resource Center is located on each UA Cossatot campus with knowledgeable staff available to assist students during hours of operation. Free tutoring is available, along with several computer stations, and a lounging area with comfortable seating. The ERC offers about 10,000 titles in book and media format, as well as numerous online databases. Students may access databases at any time, after acquiring a student identification card. The ERC also handles all textbook rentals. Information regarding the Educational Resource Center can be accessed online at [www.cccua.edu/student-life/educational-resource-center](http://www.cccua.edu/student-life/educational-resource-center).

The ERC website also offers tools to help students through the research process.

## **Computer Use**

Computer access is available in the Educational Resource Center and in other computer labs throughout the college. No food or drinks are allowed in the computer labs or Educational Resource Center. Students may not save any work onto the computers. Instead, students are advised to store files on a USB drive or cloud storage (i.e. OneDrive, Google Drive). When finished using a computer, students should log off but not shut the computer down. Please refer to the Student Catalog for appropriate computer use.

## **Offsite Experiences**

Program students may be required to travel off campus for Program related experiences. Students will be responsible for travel and any cost incurred for such travel. Program policies and procedures are applicable during all off-campus experiences.

## **Student Etiquette**

Student behavior, professionalism, and appearance are representative of themselves, UA Cossatot, the Program, the instructors, and the physical therapy profession. While enrolled in the Program, professional behaviors are expected in all settings, directly or indirectly related to the Program.

Students are encouraged to participate in classroom discussion related to the lecture content. Discussion should remain professional; arguing and disruptive/unprofessional behavior will not be tolerated. Extraneous conversations in the classroom keeps other students from listening to the instructor causing them to miss valuable lecture content and should be kept to a minimum.

Sleeping will not be tolerated during classroom, laboratory, clinical education, or Program activities. If the student is unable to stay awake, the student will be asked to leave for the day and time will be subtracted from the student's Program attendance log.

It is the responsibility of the student to secure and pay for any lodging required in order to complete clinical education practicums. Breaks and lunches will vary due to course content, college programs, and clinical education scheduling. Students are expected to follow the directions and/or scheduling of the clinical education facility for lunch breaks. Family members (children, spouses, and significant others) are not allowed at any clinical site while the student is "on duty". Family members should not enter any setting unannounced.

All communications with instructors should occur from the student's college email account to the instructor's college email account in order to provide evidence of documented communication and timeframe. Students are expected to monitor college email account and Blackboard during the semester and weekly during the semester breaks for administrative announcements. Failure to respond appropriately to time sensitive requests, made by faculty, will result in disciplinary action.

## **Professional Behaviors**

Professional behaviors by students are expected at all times. Students must follow professional standards set forth by the Program and in line with the APTA Standards of Ethical Conduct for the Physical Therapist Assistant when in the classroom, laboratory, clinical education settings, and any other Program activities. A Professional Behaviors Assessment tool, along with the PTA MACS, will be utilized to assess student professionalism throughout enrollment in the Program. Program faculty will assess the professional behaviors once per semester with students performing a self-assessment as well. Faculty will provide both oral and written feedback regarding professional behaviors each fall and spring semester. Written feedback will be placed in the student's Program file. Students are expected to change unsatisfactory behaviors, after receiving feedback from faculty. In the event a student is not demonstrating professional behaviors at the appropriate level, the student may be required to develop a plan for improvement with Program faculty. Deficits identified in the Professional Behavior Assessment tool, with no demonstrated improvement, may result in dismissal from the Program.

The expected levels of Professional Behavior are outlined below.

By the end of the fall semester, students must be rated, at minimum, "Beginning Level" in 100% of the behaviors using the Professional Behaviors Assessment Tool.

By the end of the first block course sections in the spring semester, students must be rated, at a minimum, "Intermediate Level" in 100% of the behaviors using the Professional Behaviors Assessment Tool.

By the end of Practicum I, students must be rated, at minimum, as "Not Independent" in 100% of the professional behaviors, skills 1-10, outlined in the PTA MACS.

By the end of Practicum II, students must be rated, at minimum, as "Entry Level" in 100% of the professional behaviors, skills 1-10, outlined in the PTA MACS.

By the end of Practicum III, students must maintain the minimum rating of "Entry Level" in 100% of the professional behaviors, skills 1-10, outlined in the PTA MACS.

*Please refer to the Professional Behaviors Assessment Tool and PTA MACS for identified behaviors.*

## **Professional Appearance**

Students' behavior, professionalism, and appearance are representative of themselves, UA Cossatot, the Program, and the profession of physical therapy. Students are expected to arrive to the classroom, laboratory, and clinical education experiences clean and neat. The following are minimum expectations of a PTA student, expected at all times:

Hair – Students must have natural hair color that should be cleaned and pulled back. Extreme looks such as multiple colors, extremes in bleaching, dyeing, or tinting are not appropriate. Hats should not be worn during any Program activities. Beards and/or moustaches must be short, clean, and trimmed. Eyebrows should appear natural.

Makeup – If worn, makeup is to be conservative and not distract from attire, uniform or work environment, and must reflect a professional image.

Nails – Need to be smooth, of a minimal length (no longer than ¼ inch length), and clean. Artificial nails are an infection control risk and are not to be worn due to the hands-on care provided by students in classroom, lab, service, and community settings.

Scent - Aftershave, cologne, and perfume should be applied sparingly, as patient's sensitivity to scents/odors must be considered at all times. Students should shower daily, apply deodorant, and be free of foul body odor.

Hygiene – Daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene including bathing and dental care. Students' breath and clothing/lab coats must not smell of smoke.

Jewelry – Jewelry will be limited to a watch and wedding band (ring cannot stick up or have jagged edges). No other jewelry will be allowed. This includes but is not limited to: earrings, tongue rings, nose rings, eyebrow rings, and piercing spacers/retainers/labrets. Visible tattoos must be covered at all times with an undershirt (mock collar if necessary) or concealer. Dermal piercings that cannot be removed other than surgically, must be covered at all times. In the event a facility refuses to allow a student with a dermal piercing to attend a clinical rotation, UAC and the PTA Program are not responsible for locating an alternate clinical facility.

Clothing – Students will maintain an appropriate dress during on and off campus events (students may be given instruction for dress, i.e. scrubs, slacks, etc.). Clothing must be neat, clean, wrinkle free, and without obvious signs of wear.

Please note during clinical education placements, students may be held to more strict policies regarding dress as indicated by the facility. Some classes will require alternate dress as directed by the course instructor to allow for the nature of the individual lessons. Lab clothes should be taken home and laundered properly. Students are expected to maintain and have available appropriate clothing for scheduled lab activities *at all times including schedule adjustments*. Lab clothing typically consists of athletic shorts, t-shirts, tank tops, sports bras, and cover up clothing. Lab clothing should cover private body parts. Classroom presentations, community service activities, and/or off-campus experiences, may require alternate attire as directed by the course instructor. This requirement may be professional attire including UA Cossatot polo, scrubs, business casual, student name badge, or other as directed. Professional attire excludes denim, t-shirts, sagging or baggy pants and any shoe that can be considered a flip-flop.

## Attendance

Students must be diligent in the pursuit of their studies and regular in their class attendance. Whenever possible students are expected to provide advanced notice to instructors in cases of tardiness or absences. Absences and tardiness are strongly discouraged. Classes will begin promptly. Scheduled activities may vary in times; it is the responsibility of the student to ensure timely arrival. Students may not miss more than a total of 40 hours during the Program and will be administratively withdrawn, from the Program, after 40 hours of absence.

Students will be considered tardy if arriving after the assigned time. If tardy, one hour will be deducted from the total number of hours allowed; no exceptions will be made. Any time missed following the first hour will be deducted on half hour increments. Students leaving early will be deducted on the half hour. Time will be kept by the instructor according to the program or facility clock. Students who are tardy or leave early shall report to the instructor before or after the scheduled meeting time to complete necessary documentation.

Attendance is mandatory for all Program coursework, laboratory, student organization activities, seminars, and/or conventions that have been arranged. Illnesses, accidents, and unforeseen circumstances may occur, resulting in absences from the Program. Students are responsible for all coursework, notes, and assignments during any absence. Students, who are absent for the entire day, must report to the instructor on the next scheduled meeting day to complete necessary documentation; absentee/tardiness hours will be deducted as outlined above. In the event of a sudden school closing (i.e. inclement weather), students will be notified by the mass text system, local radio/TV, Blackboard announcement, and Facebook of a school closure that affects reporting to *class*. As our campus serves a wide geographic area, the student is encouraged to use good judgement when it comes to travel in their particular area and follow the call in policy if safe travel is deemed uncertain.

Attendance is also mandatory for clinical education placements. Students may miss up to 40 hours while in the Program but, of those 40 hours only 8 hours may be missed at clinical education sites. In the event of an illness or an emergency, students are required to contact the DCE and clinical instructor *prior* to the beginning of clinical education start time. Documentation relating to the emergency will be required to be submitted to the DCE within 3 days of the absence. The student will be required to make up any clinical hours missed. Upon immediate return, the student must



meet with the clinical instructor to identify make-up clinical education time(s) and notify the DCE in writing. Even though clinical hours will be made up, the missed clinical hours will be recorded on and deducted from the total hours on the Program attendance log. Students who do not report for class/clinical or leave early without proper notification are subject to discipline due to unprofessional behaviors. Clinical makeup hours will be scheduled at the clinical instructor's convenience and may include evenings or weekends. Makeup clinical hours are not credited back to the student's overall hours allowed.

Students are required to provide their own transportation to any agency or institution included in curriculum requirements. This includes but is not limited to all community service/education, clinical rotations, workshops, and conferences.

Students absent from an examination will receive a zero for the grade unless other arrangements are made with the individual instructor before the graded activity is conducted. This notification should occur from the student's college email account to the instructor's college email. Early examinations, of any kind, or other graded activity will not be given. If a student arrives late to an exam and the exam is already in progress, the student will not be allowed to enter the classroom. The student must go directly to make arrangements with Program faculty to make-up the exam. The student will have 10% deducted from their exam grade. If a student is absent for the entire day, the student must take the exam immediately upon returning to class with the 10% deduction implemented. Please refer to the Late Assignment & Examination section for detailed information. Due to the nature of the Program, holidays and vacations observed by UA Cossatot may not coincide with the course schedule of the Program. Specifics will be discussed and outlined in detail but may change at the discretion of the Program director as necessary to accommodate the course materials.

## **Notification of Absence or Tardy**

In the event of an absence or tardy, the student should make contact with the instructor by email, using college accounts, prior to the scheduled start time of class. In the case of an emergency, notification should be made as soon as possible. Documentation of the emergency will be required. When the student is scheduled for clinical education rotation or a community service/education event, the student must notify the DCE and the clinical education site of the absence/tardy at least one hour before the scheduled time of arrival. Notification of absence or tardy must be provided by phone to the clinical site and by email to DCE, using college accounts. Failure to do so will result in an incident report and may result in disciplinary action. Students are to make notifications for themselves. Family members or friends should not call in for the student, unless the student cannot call in for himself or herself (i.e., accident, hospitalized, etc.).

In the event of inclement weather or other unexpected college or clinical site closure, students should follow the attendance policy and use good judgment about safe travel. Any absence or tardy times will be deducted from the absence hours allowed in the Program regardless of reason. Unscheduled absence or tardy from clinical rotations must be made up and time will be deducted from the absence hours allowed in the Program, despite time made up.

## **Rescheduling of Classes**

In the event a faculty member must cancel a scheduled class meeting, the faculty member will notify the Program Director. The Program Director or other Program faculty/staff will notify students by email of any class cancellation or rescheduling. Efforts will be made to reschedule classes at the most convenient time.

## **Laboratory Protocol**

Laboratory sessions will begin promptly at indicated start times. Students should be prepared in specified lab attire prior to the beginning of the lab. Changing areas are available in the restrooms located near the Program classrooms and laboratories. Appropriate lab attire consists of loose fitting athletic shorts and shirts, open back swim suits, sports bras, or open back halter top undershirts. Clothing to cover up should be worn between lab activities. Students should be prepared to expose the entire treatment area. Privacy and modesty will be respected and maintained as appropriate draping methods will be used. Additionally, students should be prepared for lab with appropriate textbooks, notes, materials, and/or print outs. The laboratories should be kept clean at all times. Plinths, mats, treatment tables, and treatment equipment utilized must be sanitized daily after use. Soiled linen should be placed in the soiled linen hamper identified (Program Infection Control Policy).

## **Laboratory Access**

The PTA Program will provide opportunities to students for lab practice outside of scheduled class times. Students will have access to laboratory 119 for practice outside of class time through a code entry door lock during open campus hours: Monday-Thursday 8 am - 9 pm and Friday 8 am - 4:30 pm. The student code entry will change between cohorts and in the event any student leaves the Program. All electrotherapeutic modalities are kept behind a separate key locked door. Students are not provided access to this equipment without faculty supervision. Access to electrotherapeutic modalities may be gained by scheduling in advance with a Program faculty/staff.

Each core faculty member is required to provide a minimum one hour per week of scheduled supervised open lab time. Students may not engage in lab practice of electrotherapeutic modalities without faculty supervision at all times. Students may engage in other lab practice without direct line of sight supervision of the faculty, with the expectation that students do not perform skills they are not academically prepared for, and all students acting as patients for lab practice communicate any prior existing health conditions before engaging in lab practice. This expectation is communicated to the students by the core faculty in each class. Program tutors, who are licensed clinicians, may be scheduled for additional practice and/or supervision. Students may not work alone in the lab at any time.

## Safety

Safety is of utmost importance during the student's education experience. Guidelines are set forth as a tool to allow use of the facilities, equipment, and modalities for optimal learning opportunities. The classroom and laboratories are for instruction and practice. For the safety of students and instructors alike, no horseplay will be allowed.

Students and instructors participating in clinical activities or laboratory experiences are required to observe standard precautions and safety guidelines, outlined by the U.S. Public Health Service, when handling or anticipation of handling body fluids or blood products.

In order to ensure the safety of individuals, students are instructed in safety measurements prior to provision of practice scenarios. Furthermore, students are instructed in indications, precautions, contraindications, and potential risks of said activity. Students are graded on their ability to assess and consider safety criteria during assessment periods. Students are advised to notify instructor of contraindications or documented health conditions, in which the student may need to refrain from participation (i.e. pregnancy, illness). *Students have the right to terminate treatment interventions/modalities if negative effects begin.*

Students are expected to treat all lab equipment with care and as advised by manufacturer and/or instructors. Laboratory equipment is for the use of skill development only and not personal use. It should be used with the supervision of instructors/clinicians or by approval of faculty. All electrical equipment should be used in the presence of faculty/clinicians at all times. Students may not work alone in the lab at any time.

Equipment may not be removed from UAC for any reason. Equipment will be calibrated/inspected annually and as indicated to keep them in working order while wheelchairs and other-non-electrical equipment will be inspected each semester by Program faculty and repairs or replacements will be ordered as necessary. If a concern with equipment arises, it should be reported immediately to Program faculty. In order to maintain equipment, cleanliness is imperative. Maintaining a clean classroom and laboratory improves the safety of faculty, staff, and students. Students will be responsible for straightening the lab and classroom at the end of each use. Equipment and supplies must be returned to their proper place of storage after use. Campus maintenance will manage the larger cleaning responsibilities; however, they do not organize and clean specific lab equipment. The students will manage this with the direction and supervision of

the Program faculty. Systems, such as log sheets, may be implemented for cleaning/upkeep as instructors deem necessary.

Campus safety of all students is coordinated under the direction of the College's safety and security structure. Fire alarms and detection equipment are inspected regularly and resource officers are available to students during campus hours to walk students to and from their cars if needed. The College's Emergency Response Guide is continually assessed and updated on a regular basis. The guide can be found on the College website at the Emergency Response Guide. The College has an emergency notification system that will text and email all registered students and faculty in the case of an emergency.

### **Program Reference Materials**

Program reference materials will be maintained in room #114. These materials must be signed out with Program faculty or staff and must remain on campus at all times. In the event that reference materials are damaged, lost, or stolen, the student's account will be charged for replacement(s).

### **Personal Property**

Students are advised to secure their valuables at all times. The college and the Program do not accept responsibility for damage or loss of personal property.

### **Professional Liability Insurance**

Professional liability insurance is provided by the college and is included in the student tuition and fees. Program students are covered with \$1,000,000 per occurrence and \$3,000,000 aggregate.

### **Health Insurance**

The college does not provide student health services on any of the campuses. Student health insurance is not required by the Program but is highly recommended. Health insurance will not be provided by UAC. Students will be responsible for the selection and premiums of their own health insurance policy, if they so choose.

## **Immunization**

Program students are required to meet Medical Education immunization requirements communicated on the Program webpage prior to admission to the Program. Proof of an annual flu shot is required by November of each year. Hepatitis B vaccination series is required for admission to the Program. In order to comply, the student must have the first injection of the series completed prior to admission. Depending upon TB skin test, an additional test may be required in order to maintain current TB skin test prior to any clinical rotation. Additional vaccines and/or tests may be required per clinical facility guidelines of which all expenses will be covered by the student. It is the student's responsibility to keep up with all required immunizations deemed necessary by state, college, and clinical facility requirements. Any immunizations not maintained by the required deadline will result in the student not being allowed to attend the clinical setting and may result in removal from the Program.

## **Potential Health Risks**

It is imperative that students understand that they may encounter potential health risks due to the nature of the healthcare field. The risk for exposure to infections, viruses, and diseases is possible in the classroom, laboratory, and clinical rotation. Lab protocols and low student to faculty ratios are in place to minimize these risks. Routine cleaning is used to minimize exposure in the classroom and laboratory settings. Students are instructed in the use of standard precautions and handwashing as their first line of defense. It is possible that students will be exposed to infected blood borne pathogens, bodily fluids, needle sticks, and/or inhalation of microorganisms. Students are educated about their individual responsibility to maintain safe practices.

In case of an exposure, the student will immediately report to the clinical instructor any incident of exposure. The student and clinical instructor are responsible for notifying the DCE and the facility infection control coordinator. Specific recommendations will be made, by infection control, according to the type of exposure and infectious agent involved. A record of the incident will be maintained with the student files.

## **Hazardous Materials**

The storage of hazardous materials will be consistent with OSHA requirements. Standard OSHA workplace inspections will occur as part of the UAC campus policies. MSDS manual will be maintained and stored in a cabinet in PTA classroom #119.

## **Accident and Illness**

Accidents occurring during theory, clinical, labs, conferences, or other scheduled activities must be reported immediately to the instructor and/or coordinator. In the event a student requires medical attention, the student will be responsible for all charges incurred. If the student is ill and unable to attend class, it is the student's responsibility to notify the instructor and the student will be held to the absence policy of the Program. It is expected that students will not attend class and/or clinical if they have fever or vomiting.

UA Cossatot also provides a \$10,000 student accident policy. In the event of an accident during a college-sponsored activity, students will be covered up to \$10,000 according to the provisions of the policy. Please note this is a secondary policy and any insurance coverage a student has in place will be considered the primary insurance. UAC files claims on behalf of the student but cannot guarantee payment or claims will be approved. For further information, please contact the Human Resources office at 870-584-1104. All students are encouraged to carry medical and/or accidental insurance but it is not required.

## **Emergency Procedures**

In the event of an emergency on campus, students are advised to report the emergency to a faculty member or college staff. If another student is present, send the other student to make the appropriate notification. If appropriate, call for medical assistance, assess vital signs, and begin CPR if appropriate. A first aid kit is located at the Ashdown campus front desk while an automated external defibrillator (AED) is across from the front desk. In an off-campus emergency, the clinical instructor will assist the student to emergency services, when in a hospital setting, or notify 911 for all other facilities. Students will be responsible for any charges incurred for emergency care and treatment. Emergency information and evacuation routes are posted in each room.

## **Confidentiality**

The Program will maintain student privacy and confidentiality as required by federal regulations. Grades will be posted in Blackboard, which is password protected for each individual student. Feedback for student grades will be provided in a manner consistent with maintaining confidentiality. If discussion regarding grades is necessary, the instructor and student will meet privately. Clinical instructors must also maintain student confidentiality; student skills, patient interactions, progress, or lack of progress may not be discussed with others except for the student, CCCE, DCE and/or Program director.

Students must also maintain confidentiality of patients during all clinical education experiences. All patient/client information is completely confidential. Any breach of patient/client confidentiality will result in immediate dismissal from the Program and may be punishable in a court of law. During the first semester of the Program, students are instructed in the Health Insurance Portability and Accountability Act (HIPAA) at which time they will learn the proper use and handling of confidential patient information. HIPAA guidelines are clear and must be strictly followed. Students must not discuss patient/client information with anyone except clinical instructors and only those directly involved in the patient/client's care. Students may only access information pertaining to patient/client's assigned to them, while in the clinical setting and/or when accessing electronic simulated charting.



## **Infection Control**

The Program has established procedures to ensure a clean environment and to facilitate infection control. Program faculty are responsible for assuring infection control procedures are enforced and may implement tools to ensure compliance. Plinths, mats, treatment tables, and treatment equipment utilized must be sanitized daily after use. Linen such as sheets, towels, pillowcases will be available for use in the laboratory for practical scenarios and practice. These are not for personal use. Soiled linen should be placed in the soiled linen hamper identified. Program students will be assigned responsibilities regarding cleaning of soiled linens on the UAC campus. Students will rotate in this responsibility and use of a log may be implemented to ensure this is done. The linens should be washed, dried, and folded upon return to laboratory. If any student has special need for specific detergents, they must notify the instructor. Any special soaps must be purchased by the student.

Program students will follow universal precautions and guidelines regarding blood borne pathogens. Because many viruses and bacteria are transmitted via body fluids, students will wash their hands before and after each patient. All body fluids shall be considered potentially infectious materials and universal precautions shall be used. Students should wear gloves any time the student is in contact with body fluids or likely to get soiled. Disposable gloves such as surgical or examination gloves shall be replaced as soon as feasible when they are contaminated, torn, punctured, or their ability to function as a barrier is compromised. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances. Masks, in combination with eye protection devices such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. Specimens of blood or other potentially infectious materials shall be placed in a container which prevents leakage during collection, handling, processing, transport, or shipping. All personal protective equipment shall be removed prior to leaving the work area, and shall be placed in the appropriate designated area or labeled container for storage, washing, decontamination, or disposal.

## **Recording & Photography**

The Program does not allow audio or video recording of instructors, by students, at any time. In the event an instructor desires any type of recording, another Program faculty will assist. A student will be subject to disciplinary actions if caught recording an instructor. Simulated patient scenarios will occur during classroom and/or laboratory. During this time, students may be video recorded or have still pictures taken, for grading and/or educational purposes. Students may be assigned projects to capture still images, video recording, or audio recording of classmates for simulated patient scenarios, treatment interventions, and/or educational training material. Patient/client interactions may not be recorded without the expressed and written consent of the facility and patient. Images or video recordings may not be posted on social media sites. Confidentiality must be maintained at all times.

## **Electronic Devices**

All electronic devices that may disrupt instruction must be turned off or silenced, not on vibrate, during scheduled classroom or laboratory hours and off campus Program related activities, including clinical education experiences. This may include but is not limited to cell phones, pagers, and/or music players of any kind. Students may check their electronic devices during breaks or between classes. If a student has extenuating circumstances and will be awaiting a call, the student must notify the instructor prior to the start of class. In the event that cell phone use is requested by the clinical site, the student will need to get approval from the DCE prior to use. At specified times, instructors may allow use of smart phones or tablets pertaining to subject matter. Use of the above mentioned devices during class without expressed permission will result in disciplinary action.

Tablets are allowed in the classroom, at the discretion and direction of the instructor. Please be certain that the use of tablets coincides with the topic being discussed in the class at that time. Any student using tablets for other purposes during class will be subject to disciplinary action. Tablets should be in airplane mode when utilized in class for note taking purposes. It is unacceptable for a student to take a photograph or screenshot of any part of an exam or quiz while taking the exam or during review process. This behavior is considered cheating and will result in dismissal from the Program.

## **Social Networking**

Due to the high standards placed on those in the medical profession, including programs of study, this policy applies to the UA Cossatot Medical Education Division regarding any written electronic communication published online regarding program related matters that students would not otherwise be privy to unless admitted to a medical education program. Confidentiality of students, faculty, staff, and clinical clients is to be maintained at all times. Client information or clinical situations should never be discussed on social networking sites. The use of/posting of unauthorized (where written permission has not been obtained from involved parties) pictures, logos, videos or UA Cossatot MED materials is strictly prohibited. Students shall not use online social networking to harass, threaten, or discriminate against other students, faculty, staff or any member of the public. Text, photos, emails, or videos that are demeaning, belittling or insulting to faculty, staff, or students or are lewd, offensive, and/or unprofessional may not be used/posted. Personal information about students, faculty, staff, and clinical sites will not be shared on networking sites without written permission from all involved parties. Violation of any online social network policy will result in disciplinary action which may result in dismissal from the Program.

## **Informed Consent**

Students are educated throughout the Program of the patient's right to refuse participation in any component of clinical education. Informed consent must be provided with patient interactions. Each clinical education site should maintain policies on the use of human subjects for educational purposes. A facility representative should review all policies with students at the clinical education site. Students are instructed to/and are required to identify themselves as a "Student Physical Therapist Assistant" upon each encounter with patients.

## **Substance Abuse**

The Program complies with the UAC Medical Education Division Substance Abuse Policy which can be found on the UAC Medical Education and the PTA Program webpages at <https://www.cccua.edu/programs-of-study/medical-education>

## **Background Checks**

The Program complies with the UAC Medical Education Division Background Check Policy which can be found on the UAC Medical Education and the PTA Program webpages.

## **Essential Functions**

Students should be aware of the mental and physical abilities required in the Program. These same abilities will likely be needed for a successful professional career as a physical therapist assistant.

1. Working in a standing position and walking for extended periods.
2. Lifting and transferring patients up to 6 inches from a bending position, then pushing/pulling/pivoting weight up to 3 feet.
3. Lifting and transferring patients to accomplish bed-to-chair and chair-to-bed transfers.
4. Applying up to 10 pounds of pressure to bleeding sites and in performing CPR.
5. Responding and reacting immediately to auditory instruction, requesting, and/or monitoring equipment, performing auscultation without auditory impairment.
6. Performing up to twelve hours in a clinical education setting.
7. Performing close and distant visual activities, which may include but are not limited to people, paperwork, objects, depth, and color perception.
8. Discriminating between sharp/dull and hot/cold when using hands.
9. Performing mathematical calculations for modality preparation/administration.
10. Communicating effectively, both orally and in writing, using appropriate grammar and vocabulary.
11. Recognizing authority and following the appropriate chain of command.
12. Reacting appropriately and professionally under stressful situations.

## **Waiver of Liability**

Program students understand that participation in laboratory, classroom, and on and off-campus activities carries certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and may include, but are not limited to, minor injuries such as scratches, bruises, and sprains; major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and catastrophic injuries including paralysis or death. The college and the Program will not be held responsible in the event of injury or death. Students participating in the Program assume any risks involved.

## **Program Complaints**

Students are encouraged to speak with course instructors regarding concerns about the courses. Complaints about the Program, curriculum, policies, procedures, Program faculty, Director of Clinical Education, or Program students may be made directly to the Program Director. Complaints about the clinical education portion of the curriculum, Program students during clinical education placements, or clinical instructors may be made directly to the Director of Clinical Education. Documentation of complaints will be maintained by the Program Director for five years. The following steps should be used in any complaint or grievance regarding the Program:

1. The individual must present the complaint in writing to the Program Director.
2. The Program Director has five (5) business days in which to investigate and respond in writing.
3. If not satisfied, the individual may appeal within five (5) business days to the Program Director who will submit the appeal to the Division Chair of Medical Education who must respond in writing within five (5) business days.
4. If unsatisfied with this result, the individual may submit a grievance following the Student Grievance Procedures – Non-Grade Issues published in the UAC Academic Catalog.

Complaints about the Program Director may be made directly to the Division Chair of Medical Education. Complainant anonymity will be maintained as much as the complaint process allows.

\*Retaliation is strictly prohibited when any person is filing any complaint or grievance.

Jennifer Sanderson  
Program Director  
[jsanderson@cccua.edu](mailto:jsanderson@cccua.edu)  
870-584-1497

Heather Orr  
Director of Clinical Education  
[hnorr@cccua.edu](mailto:hnorr@cccua.edu)  
870-584-1487

Kimberly Dickerson  
Division Chair of Medical Education  
[kdickerson@cccua.edu](mailto:kdickerson@cccua.edu)  
870-584-1147

## **Filing a Complaint with CAPTE**

CAPTE Contact Information:

APTA Headquarters  
Accreditation Department  
1111 North Fairfax Street,  
Alexandria, Virginia 22314  
[accreditation@apta.org](mailto:accreditation@apta.org)

### **Chain of Command**

If a student has a problem with an instructor, then they should follow the chain of command until the problem is resolved. Students should attempt to resolve the problem with the instructor first, and then follow the chain of command listed below:

1. Course Instructor
2. DCE – Heather Orr
3. Program Director – Jennifer Sanderson
4. Division Chair – Kimberly Dickerson
5. Vice Chancellor for Academics– Ashley Aylett
6. Chancellor – Steve Cole

If the student has a complaint against a course instructor, it is acceptable to proceed to the next contact in the chain of command. Students have the right to grieve actions by employees or another students as outlined in the UAC Academic Catalog, Student Grievance Procedures: Non-Grade Issues.

\*Retaliation is strictly prohibited when any person is filing a complaint.

### **Outside of Due Process**

Anything that occurs outside of due process will be addressed according to the Program Complaints and/or College Grievance policies as outlined in the UAC Academic Catalog.

## **Grievance Procedure**

Staff and community members have the opportunity to formally raise a concern or grieve an action taken by a part-time or full-time member of the college staff or a student enrolled at the college at the time of the occurrence.

Employees have the right to grieve an action by another employee or student if the grievance relates to improper conduct including, but not limited to, any type of harassment, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person. The college does not tolerate actions by students, staff, or residents of the college service area that interfere with student learning and safety or with the staff's ability to fulfill the duties assigned to each employee.

- Those grieving any form of harassment by others on campus should seek redress via an appropriate administrator of the college by using the formal grievance procedure.
- Immediate supervisors should first receive employee grievances informally. If an informal discussion of the issue fails to reach a resolution, implementation of the formal grievance process should occur.

Residents of the college service area are welcome to raise concerns about the policies or college personnel actions as they relate to the orderly conduct of the college. Residents' concerns related to college operation should be submitted in writing to the college Chancellor.

If a student has a complaint regarding processes or practices at UA Cossatot, he or she should discuss such with an instructor, advisor, or department chair. UA Cossatot does not tolerate actions by students, staff, or residents of the College's service area that interferes with student learning and safety. Students have the right to report actions by an employee or another student if the grievance relates to improper conduct, including but not limited to, harassment of any kind, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person. Complaints for issues unrelated to improper conduct may be made to the appropriate Division Chair or program director who then has the ultimate responsibility to resolve the complaint.

If the complaint is regarding the department chair, then the student should consult the Medical Education Division Chair. If the complaint cannot be resolved through this chain of command, a formal grievance may be submitted. If a concern arises that falls outside of due process, the same



formal grievance procedure shall be utilized. If a formal grievance is submitted, the following steps should be used in any formal complaint or grievance:

1. You must present your complaint in typed form within five (5) working days of the alleged incident to the Vice Chancellor of Academics; including the specific grievance/complaint and specific remedies sought.
2. The Vice Chancellor of Academics has five (5) business days in which to investigate and respond in written form.
3. If not satisfied, the student may appeal within five (5) business days to the Vice Chancellor of Academics who will submit the appeal to the Student Appeals Committee who must respond in written form within five (5) business days.
4. If unsatisfied with this result, an appeal may be made within five business days to the Chancellor, who will hear the complaint and render a decision within ten business days.

\*Retaliation is strictly prohibited when any person is filing a grievance.

\*Interpreters, readers, note-takers, etc., may be requested to assist in the appeals process. Please contact the Disability Services Advisor to request accommodations.

\* The student should continue required coursework during this process. Any penalties normally assessed during a student's absence will also be applied during the appeals process. This includes but is not limited to: missed absences, tardiness, late exam penalties, etc.\*

## **Professional Organizations**

### *American Physical Therapy Association (APTA)*

1111 North Fairfax Street  
Alexandria, VA 22314-1488  
(800) 999-2782

[www.apta.org](http://www.apta.org)

### *Arkansas Physical Therapy Association (ArPTA)*

P.O. Box 202  
Conway, AR 72033  
(501) 499-6163

[www.arpta.org](http://www.arpta.org)

### *Arkansas State Board of Physical Therapy (ArPTB)*

9 Shackelford Plaza, Suite 3  
Little Rock, AR 72211  
(501) 228-7100

[www.arptb.org](http://www.arptb.org)

### *Federation of State Boards of Physical Therapy*

124 West Street South, Third Floor  
Alexandria, VA 22314  
(703) 299-3100

[www.fsbpt.org](http://www.fsbpt.org)

### *Louisiana Physical Therapy Association*

8550 United Plaza Blvd, Suite 1001  
Baton Rouge, LA 70809  
(225) 922-4614

[www.lpta.org](http://www.lpta.org)

### *Louisiana Physical Therapy Board*

104 Fairlane Drive  
Lafayette, LA 70507  
(337) 262-1043

[www.laptboard.org](http://www.laptboard.org)

### *Oklahoma Physical Therapy Association*

P.O. Box 5354  
Edmond, OK 73083  
(405) 562-1280

[www.okpt.org](http://www.okpt.org)

*Oklahoma State Medical Board*  
101 NE 51<sup>st</sup> Street  
Oklahoma City, OK 73105  
(405) 962-1400  
[http://www.okmedicalboard.org/physical\\_therapists](http://www.okmedicalboard.org/physical_therapists)

*Texas Board of Physical Therapy Examiners*  
*(Executive Council of Physical Therapy and Occupational Therapy Examiners)*  
333 Guadalupe, Suite 2-510  
Austin, TX 78701-3942  
(512) 305-6900  
[www.ptot.texas.gov](http://www.ptot.texas.gov)

*Texas Physical Therapy Association (TPTA)*  
900 Congress Avenue, Suite 410  
Austin, TX 78701  
(512) 477-1818  
[www.tpta.org](http://www.tpta.org)

## **CLINICAL EDUCATION:**

### **Clinical Instructor Expectations**

The Program expects clinical instructors to provide a positive learning environment, appropriately supervise students, provide constructive feedback, be clinically competent, and be effective role models. The Program insists that clinical instructors are licensed physical therapists or licensed physical therapist assistants, with a minimum of one-year of full time, or equivalent, post-licensure clinical experience. The Program will notify clinical instructors and/or clinical education sites of these expectations at the time clinical settings are being considered and will further remind the clinical instructors by email or mail prior to student placement.

The Director of Clinical Education (DCE) will be responsible for ensuring the credentials, qualifications, clinical competence, of all clinical instructors. The clinical instructor will be expected to complete clinical education paperwork and documents timely, which are reviewed by the DCE to ensure appropriateness of supervision, licensure, and years of practice. There will be forms that must be completed and returned by facsimile or email to the DCE on the first day of the clinical rotation. These forms will be provided by the student on the first day of clinical education experiences.

Clinical instructors will be evaluated by students and the DCE through several methods. After each practicum, students will complete the SECEE which addresses the attributes and engagement of the clinical instructor. The Program will also focus on how the clinical instructor helps the student toward skill mastery. In addition to the student feedback, the DCE will perform site visits and will maintain contact with the student and the clinical instructor through phone calls, face-to-face meetings, Blackboard Collaborate, and emails. The DCE will determine that the PTA MACS has been completed correctly via meetings and digital submission of skills, progress reports, and master list.

The PTA MACS will be utilized to assess the student performance, as it is regionally the most used tool. In the event a CI is unfamiliar with the MACS, training will be provided by program faculty prior to the clinical practicum.

## **Clinical Instructor Resources**

The Program maintains clinical instructor resources including, but not limited to, the Clinical Education Handbook, Clinical Practicum Syllabi, the Program Student Handbook, and other helpful information at [www.cccua.edu/pta](http://www.cccua.edu/pta) .

## **Clinical Education Paperwork**

Students must submit all required clinical education paperwork to the Director of Clinical Education in order to progress in the program. Without the necessary paperwork, the DCE will be unable to verify completion of required skills, therefore, the student will not be able to demonstrate successful course completion.

## **Clinical Education Completion**

Students must complete all clinical hours and all clinical education rotations regardless of being graded as “Entry-level” or “Excellent” in earlier clinical practicums.

## **Confidentiality during Clinical Education**

The Program maintains student privacy and confidentiality as required by federal regulations. Clinical instructors must also maintain student confidentiality. Student skills, patient interactions, progress, or lack of progress may not be discussed with others except for the student, CCCE, Director of Clinical Education and/or Program Director. It is the responsibility of the CCCE and the clinical instructor to ensure that any information that the College provides to the clinical site shall be treated according to the following guidelines. The clinical agency must also comply with student privacy and confidentiality in the sharing of information to any individuals not directly involved in the educational learning experience.

Students must also maintain confidentiality of patients during all clinical education experiences. All patient/client information is completely confidential. Any breach of patient/client confidentiality will result in immediate dismissal from the program and may be punishable in a court of law. During the first semester of the program, students are instructed in Health Insurance Portability and Accountability Act (HIPAA) whereas they will learn the proper use and handling of confidential patient information. HIPAA guidelines are clear and must be strictly followed. Students must not discuss patient/client information with anyone except the clinical instructor and those directly involved in the patient/client's care. Students may only access information pertaining to patient/client's assigned to them while in the clinical setting and/or when accessing electronic simulated charting.

## **Informed Consent during Clinical Education**

Students are educated throughout the Program of the patient's right to refuse participation in any component of clinical education. Informed consent must be provided with all patient interactions. Each clinical education site should maintain policies on the use of human subjects for educational purposes. A facility representative should review all policies with students at the clinical education site. Students and their clinical instructors are expected to identify the student appropriately prior to initiating patient care and obtain consent from the patient. Patients will never be penalized for refusing student care.

## **Minimum Skills List**

By the end of the terminal clinical education experience, the student will demonstrate “Entry-level” or “Above entry-level” (√ or +) in the PTA MACS evaluation tool of the skills Section I – Section VI as outlined below:

### Section I: Professional Behaviors

- Skill 1 Professionalism
- Skill 2 Commitment to Learning
- Skill 3 Interpersonal Skills
- Skill 4 Communication
- Skill 5 Effective Use of Time and Resources
- Skill 6 Use of Constructive Feedback
- Skill 7 Problem Solving
- Skill 8 Clinical Decision-Making
- Skill 9 Responsibility
- Skill 10 Stress Management
- Skill 11 Colleague or Community Education

### Section II: Plan of Care

- Skill 12 Patient History and Chart Review
  - Skill 13 Implementation of Plan of Care
  - Skill 14 Modification within Plan of Care
  - Skill 15 Patient Related Instruction
  - Skill 16 Discharge Planning
- Section III: Interventions in Patient/Client Management

### Therapeutic Exercise

- Skill 17.1 Aerobic Activities
- Skill 17.2 Balance Activities
- Skill 17.3 Coordination Activities

Skill 17.4 Breathing Activities

Skill 17.5 Inhibition/Facilitation (may not be assessed during Practicum I)

Skill 17.6 Relaxation

Skill 17.7 Manual Strengthening

Skill 17.8 Mechanical Strengthening

Skill 17.9 Motor Development (may not be assessed during Practicum I)

Skill 17.10 Posture Awareness

Skill 17.11 Range of Motion

Skill 17.12 Stretching

Functional Training-ADLs

Skill 18.1 Adaptive Device Training

Skill 18.2 Bed Mobility

Skill 18.3 Body Mechanics Training

Skill 18.4 Gait

Skill 18.6 Transfers

Skill 18.7 Wheelchair Mobility

Skill 19.1 Passive Range of Motion

Skill 19.2 Therapeutic Massage

Skill 19.3 Joint Mobilization

Biophysical Agents (must demonstrate “Entry-level” or above for minimum of five agents)

Skill 20.1 Biofeedback

Skill 20.2 Continuous Passive Motion

Skill 20.3 Cryotherapy

Skill 20.4 Electrotherapeutic Agents

Skill 20.5 Hydrotherapy

Skill 20.6 Compression Therapies

Skill 20.7 Superficial Thermal

Skill 20.8 Deep Thermal



Skill 20.9 Traction

Skill 20.10 Light Therapies

#### Section IV: Tests and Measures

Skill 21.1 Anthropometric Measurements for Edema

Skill 21.2 Arousal/Mentation/Cognition

Skill 21.3 Assistive Technology

Skill 21.4 Gait, Locomotion, and Balance

Skill 21.6 Skin Integrity

Skill 21.7 Joint Integrity and Mobility

Skill 21.8 Muscle Performance: Strength, Power, and Endurance

Skill 21.9 Neuromotor Function (may not be assessed during Practicum I)

Skill 21.10 Range of Motion

Skill 21.11 Self-Care/Home Management

Skill 21.12 Sensation/Pain Response

Skill 21.13 Ventilation, Respiration, and Circulation

Skill 21.14 Aerobic Capacity and Endurance

#### Section V: Healthcare Environment

Skill 22 Safety

Skill 23 Interprofessional Practice

Skill 24 Documentation

Skill 25 Billing and Payment

#### Section VI: Site Specific Skills

By the end of the terminal clinical education experience, the student will demonstrate “Entry-level” or “Above entry-level” (√ or +) in the PTA MACS evaluation tool Section VI: Site Specific Skills; however, students must select and attempt one site specific skill for each clinical education experience.

Skill 27 Airway Clearance

Skill 28 Amputation and Prosthetic Management

Skill 29 Aquatic Therapy

Skill 30 Environmental Barriers

Skill 31 Ergonomic Assessment/Work Conditioning

Skill 32 Orthotic/Supportive/Protective Device Management

Skill 33 Prevention/Wellness/Screening

Skill 34 Wound Management

Skill 35 Site Specific (objectives must be outlined)

\*\*\*The American Physical Therapy Association has established a document to identify the minimum skills required of physical therapist assistant graduates at entry level. This document can be viewed at [https://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf](https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf)

## **Clinical Education Remediation**

It is imperative that students demonstrate knowledge and competency in all required skills prior to being placed in a clinical setting. This is necessary to ensure the safety of the students, patients, family members, and healthcare workers alike. Students are required to maintain an average of 76% or above on written exams and overall course average as well as demonstrate competencies during skill checks and practical examinations. This will ensure students are safe to progress to clinical education affiliations.

### Clinical Education Practicum Remediation

Students will have scheduled midterm clinical site visits with the DCE and clinical instructor, where the student's progress, or lack thereof, will be discussed. Documentation of the clinical site visit will be made available for student's review and will be maintained in student records. Students are encouraged to communicate any concerns regarding clinical education placements, clinical instructors, and/or passing/failing with the DCE at any point in a clinical education practicum. At midterm, if it is felt that that student is on track to fail the practicum, the DCE will meet with the student and clinical instructor to discuss and prepare a plan for remediation. The DCE, with input from the clinical instructor and student, will determine the level of remediation needed. Remediation may require skills practice in the lab, prior to continuing in the clinical education component of the program, or other form of review/practice, as indicated. All remediation strategies and clinical education hours must be completed in order to pass the clinical practicum. One remediation opportunity will be made available each clinical practicum. The DCE will be responsible for identifying the goals and objectives of the remediation plan the timelines for implementation and completion of the plan.

At the end of a clinical practicum, if an unforeseen student failure occurs, every effort will be made for a remediation opportunity as stated above. Since the program cannot guarantee placement, outside of the established dates of the clinical practicum, remediation may not be possible and the student may not graduate on time. All remediation and clinical education hours must be completed in order to graduate from the program.

In the event that the CI and/or the DCE feel, that despite remediation efforts, the student continues to lack the skill to safely move on in the clinical component of the program, the student may be dismissed from the Program.

If at any time, the clinical instructor or DCE feel that the student demonstrates lack of professionalism, ethics, privacy, or if the student has engaged in inappropriate sexual contact with a patient, the student will not be eligible for remediation and will be immediately removed from the Program.

In the event that a student is placed in a clinical setting where there is a conflict of interest or the student is placed in an unsafe, unethical, or unprofessional environment, the student will be removed from said facility and every effort will be put forth to place the student at a new clinical site. This will not be considered remediation and will be documented as an incident report.

At any time, the DCE, at their discretion, may request a review by any or all of the following: Program Director, Medical Education Division Chair, Vice Chancellor of Academic Affairs, and Chancellor. This review may be performed with student remediation, incidents, or change of clinical sites as deemed necessary.

In the event that a clinical site refuses a student based on prescreening or professional/ethical behaviors, the Program cannot guarantee placement at another site and the student may be removed from the Program.

## **Clinical Education Professional Behaviors**

Professional behaviors by students are expected at all times. Students must follow professional standards set forth by the program and in line with the APTA Standards of Ethical Conduct for the Physical Therapist Assistant when in the classroom, laboratory, clinical education settings, and any other program activities. Professional behaviors will be assessed throughout the program including the clinical education component utilizing the PTA MACS. The expected levels of Professional Behavior are outlined below.

By the end of Practicum I, students are expected to achieve, at minimum, as “Not Independent” rating in 100% of the professional behaviors (1-10) as outlined in the PTA MACS.

By the end of Practicum II, students are expected to achieve, at minimum, as “Entry Level” rating in 100% of the professional behaviors (1-10) as outlined in the PTA MACS

By the end of Practicum III, students expected maintain the minimum rating of “Entry Level” rating in 100% of the professional behaviors (1-10) as outlined in the PTA MACS

*Please refer to Section I Professional Behaviors in the PTA MACS for identified behaviors.*

## **Clinical Education Attendance**

Students are required to work a minimum of a 40-hour workweek during clinical education practicums. This may include weekdays, evenings, weekends which may in some instances exceed a typical 40-hour workweek. Students are not allowed to request time off or ask to leave early without submitting a written request via email to the DCE. Questions about scheduling or student hours should be directed to the DCE.

Students are expected to provide advanced notice for cases of tardiness or absences. Students may not miss more than a total of 40 hours during the program and will be administratively withdrawn, from the program, after 40 hours of absence.

Students will be considered tardy if arriving after the assigned time. If tardy, one hour will be deducted from the total number of hours allowed; no exceptions will be made. Any time missed following the first hour will be deducted on half hour increments. Students leaving early will be deducted on the half hour. Time will be kept according to the facility clock. Students who are tardy or leave early shall report to the clinical instructor and DCE before or after the scheduled meeting time to complete necessary documentation.

While students may miss up to 40 hours while in the program, of those 40 hours only 8 hours may be missed at clinical education sites. In the event of an emergency, students are required to contact the DCE and clinical instructor *prior* to the beginning of clinical education start time. Documentation relating to the emergency will be required to be submitted to the DCE within 3 days of the absence. The student will be required to make up any clinical hours missed prior to the scheduled end of that clinical education rotation. Upon immediate return, the student must meet with the clinical instructor to identify make-up clinical education time(s) and notify the DCE in writing. Even though clinical hours will be made up, the missed clinical hours will be recorded on and deducted from the total hours on the program attendance log. Students who do not report for class/clinical without proper notification are subject to discipline due to unprofessional behaviors. Clinical makeup hours will be scheduled at the clinical instructor's convenience and may include evenings or weekends. All clinical hours must be made up before the end of each semester. Makeup clinical hours are not credited back to the student's overall hours allowed.

Students are required to provide their own transportation to any agency or institution included in curriculum requirements. This includes but is not limited to all community service/education, clinical rotations, workshops, and conferences.

Due to the nature of the program, holidays and vacations observed by UA Cossatot may not coincide with the course schedule of the program. Specifics will be discussed and outlined in detail but may change at the discretion of the program director as necessary to accommodate the course materials.

### **Clinical Education Notification of Absence or Tardy**

While at a clinical education rotation, students must notify the DCE and the clinical education site of the absences/tardies at least one hour before the scheduled time of arrival. Notification of absence or tardy must be provided by phone to the clinical site and by email to DCE, using college accounts. Failure to do so will result in an incident report and disciplinary action. In the case of an emergency, notification should be made as soon as possible. Documentation of the emergency will be required. Students are to make notifications for themselves. Family members or friends may not call in for the student, unless the student cannot call in for himself or herself (i.e., accident, hospitalized, etc.). Absences/tardies are for illness and emergency situations only. Doctor's appointments and such should not be scheduled during scheduled clinical hours.

In the event of inclement weather or other unexpected college or clinical site closure, students should follow the attendance policy and use good judgment about safe travel. Any absence or tardy times will be deducted from the absence hours allowed in the program regardless of reason. Unscheduled absence or tardy from clinical rotations must be made up and time will be deducted from the absence hours allowed in the program, despite time made up.

## **Recording & Photography in Clinical Education**

The program does not allow audio or video recording of course instructors, by students, at any time. In the event a clinical instructor desires any type of recording, expressed and written consent must be obtained prior to doing so. A student will be subject to disciplinary actions if caught recording a clinical instructor without consent. Patient/client interactions may not be recorded without the expressed and written consent of the facility and patient. Images or video recording must not be posted on public or social media sites. Confidentiality must be maintained at all times.

## **Electronic Devices during Clinical Education**

All electronic devices that may disrupt must be turned off or silenced, not on vibrate, during off campus program related activities, including clinical education experiences. This may include but is not limited to cell phones, pagers, and/or music players of any kind. Students may check their electronic devices during breaks or between classes. In the event that cell phone use is requested by the clinical education facility, the student must obtain prior approval from the Director of Clinical Education prior to use. Use of the above mentioned devices during class without expressed permission will result in disciplinary action.

Tablets and laptop computers may be utilized by clinical education facilities, at the discretion and direction of the clinical instructor. Students must be certain that the use of tablets and laptops coincides with documentation and/or clinical instructor guidelines. Any student using tablets or laptops for other purposes during class/clinical education will be subject to disciplinary action. It is unacceptable for a student to take a photograph or screenshot of any patient information. This behavior is considered a breach of confidentiality and would result in dismissal from the program.

## **Electronic Document Management for Clinical Education**

Students maintain access to their electronic documents via a web-based document management system. This system is used to house background check, immunization records, drug screens, and a number of other documents for UAC students who are currently enrolled in a Medical Education program.



## **Acknowledgement & Agreement of Policies (Student)**

I \_\_\_\_\_ have read, understand, and agree to comply with all college, program, and medical education policies. I have received and read the UA Cossatot PTA Program Student Handbook. I understand its content and agree to abide by the policies and procedures set forth during my enrollment as a student physical therapist assistant. I understand that the Program and/or Program Director reserves the right to alter policies, procedures, and content as deemed necessary for the benefit of the Program and it's students. \_\_\_\_ (Initial Here)

I attest that I meet the physical requirements outlined in the Essential Functions section of the Program handbook. I further understand that I may contact Disabilities Support Services in the event that I require reasonable accommodations. \_\_\_\_ (Initial Here)

I consent to recording and photography, for educational purposes and Program development/growth, of myself during classroom, laboratory, Program activities, and/or off campus experiences. I understand that these recordings and/or images may be utilized in other medical education programs and/or cohorts for educational purposes. I agree that any images I obtain of others will be used for educational purposes only, will be taken with dignity and respect for others, and will not be shared, posted, or publicly displayed, outside of assignment submission requirements, without the expressed written consent of the Program, facilities, and all parties involved. Additionally, I agree to all parts of the Recording & Photography policy in the Program handbooks and will not record or photograph instructors, guests, or clinicians at any time during the Program. \_\_\_\_ (Initial Here)

I agree to maintain all required immunizations, documents, certifications up to date and on file with the outlined document management system or authorized faculty/staff. \_\_\_\_ (Initial Here)

I understand that I am expected to maintain professional behaviors and interactions with faculty, staff, peers, patients, clinical education site staff/clinicians, and the public. \_\_\_\_ (Initial Here)

I understand that enrollment into the Program may result in exposure to human body fluids/tissues that may carry bacteria and/or infections such as HIV, Hepatitis B, and Hepatitis C and that exposures through the eyes, mouth, blood, non-intact skin, needle stick, or other method may put me at risk of contracting blood borne pathogens. I agree to protect myself with personal protective equipment according to OSHA standards and comply with the policies of the college and clinical education affiliate. I agree to immediately report any body fluid/tissue exposure or suspected exposure to Program instructor and clinical education supervisor. I authorize the college and/or the clinical education affiliate to administer any necessary first aid until medical help can be obtained. Furthermore, I release and hold harmless UA Cossatot, its employees, officers, agents, and representatives, including all hospital and clinical education affiliates, from

any liability or negligence for any and all injury, illness, disability, or death, including all costs for medical care, resulting from exposure to infectious fluids or tissues or the from the emergency first aid provided after such exposure, during my enrollment in the Program. \_\_\_\_ (Initial Here)

I also understand that enrollment in the Program may require participation in on and off campus educational experiences and activities. In consideration of being permitted to participate in any, and all program activities, on and off campus, I, for myself, my family, and personal representatives, do release, waive, and discharge UA Cossatot, its employees, officers, boards, agents, and representatives, the location of the activity, its ownership, employees, officers, agents, and representatives from liability for any and all claims, demands, actions, causes of action, judgements, damages, expenses, and costs, including attorney and court fees due to negligence or accidentally resulting in personal injury, illness, disability, death, property loss which may arise from, occur during, or are connected in any manner with my participation in the Program or any of activities associated with the Program. I understand that participation in certain activities may carry with them certain risks that cannot be eliminated regardless of the care taken to avoid injuries. I know, understand, and appreciate these and other inherent risks may be involved, that my participation is voluntary, and I knowingly assume all such risk. I also agree to indemnify and hold harmless the College and their officers, employees, and agents from any and all claims, actions, suits, procedures, costs, expenses, damages, liabilities, and costs incurred, including attorney and court fees. I waive liability, assume all risks, and understand that I am giving up my rights, including my right to sue. I acknowledge that I am agreeing freely and voluntarily. \_\_\_\_ (Initial Here)

By signing below, I am acknowledging that I have read, understood, and agree to College, Program, and Medical Education policies. These policies are outlined in the Program Student Handbook, Medical Education policy agreements, and UAC Academic Catalog.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Signature and Printed Name of parent/guardian  
(if student is under the age of 18)

\_\_\_\_\_  
Date